

## PERSONAL COLUMN

The 1985-86 academic year was marked by a number of violent incidents threatening academic freedom at our universities. The authorities there showed themselves too divided or irresolute – some would say too cowardly – to deal with the disturbances; in this respect resembling the ruling university bodies of Weimar Germany, who allowed the Nazi student organizations progressively to take over the campus, and to prevent any Jews from lecturing or speaking there.

I argued last year that the rise of a Fascist student Left poses such a serious challenge to civilized university life that it was almost certainly impractical to expect vice-chancellors and others to act decisively, and that it was the duty of the Government to give a lead. Unless the Government took steps to stop the mobs, I argued, the threat would grow more serious in the 1986-87 academic year. In the event, the Government did nothing at all to protect university freedom of speech, and the process of destroying it has, indeed, accelerated.

The threat comes entirely from the Left, and the victims are almost exclusively traditional Conservatives who refuse to genuflect to the currently prevailing orthodoxies on race, South Africa and similar subjects. Left-wing speakers and academics, however extreme their views, are not affected.

Labour Party bigwigs and their allies in the media, usually so quick to condemn the least manifestation of what they term McCarthyism aimed at their own followers, have been notably silent. Left-wing academics, for once in a position to perform a real service to the values they profess to uphold, have turned the other way.

This does not surprise me. Historians are painfully aware that very few people indeed, at any time, have genuinely supported freedom of speech. All partisans want it for themselves. They may concede it, in theory, to their opponents. But in practice those in a position of dominance will always find persuasive reasons to limit the voice of heterodoxy, or to acquiesce in its suppression. The Left is dominant on the British university campus today, as the Right was in



PAUL JOHNSON

# Campus freedom

'Financial sanctions should be used against universities which fail to uphold academic freedom.'

Weimar Germany; and it shows a similar lack of interest while the student thugs chase out minority speakers.

It is for this reason, if for no other, that the Government has a moral as well as a civic duty to act. It is nonsense to argue that Government has nothing to do with the internal affairs of universities. It provides most of the money to enable them to exist at all, and takes an increasing interest in what is taught there. Freedom to speak, to discuss, to debate and argue, is as important an element in the functioning of a university as lecture rooms, books and laboratories.

The Government's power is chiefly financial, but this can be exerted very effectively. In my view, the root of the trouble lies in the university student unions. I am well aware that, when violence occurs, and speakers are prevented by force from being heard, the unions are quick to deny any responsibility and to attribute any Fascist-type behaviour to "outside infiltrators". This is pure humbug. Of course outsiders join in any row that is going, especially in big city universities like Bristol. But student unions nearly always set the agenda for these disturbances.

Many student unions are in fact officially committed to the denial of freedom of speech on campus by having adopted the so-called "no platform" policy, which syste-

matically seeks to prevent all non-orthodox speakers from holding public meetings on university territory. If a union has a no-platform policy, and organizes a demonstration against a particular speaker, violence is almost inevitable these days, and it must be held responsible for anything that happens.

Since the unions create the framework within which trouble occurs, the obvious response of the Government is to deprive them of their official status by withdrawing the taxpayers' subsidy which enables them to operate on so extensive a scale and to play so important a role in university life.

Official student unions encourage the notion that students are there to teach rather than to learn, that politics are the most important and morally worthy of all human activities and, not least, the supreme illusion that all human problems are susceptible to political solutions. Of course politics have a role in university life, and student unions have various useful functions. But the role and the functions ought to be determined primarily by student opinion, and this can only be exerted effectively if the system of membership is made voluntary.

Once students are given the chance to vote with their pockets, we shall see what they really think. This is a comparatively easy reform to enact, and my guess is that it

would be followed by an abrupt decline in union influence in student life and a consequent drop in campus violence.

There is, of course, the further problem of university or college authorities themselves failing to uphold academic freedom. But again, I think financial sanctions might be considered. There is the case of Ruskin College, for instance, where a member of the staff was severely harassed for the heinous crime of writing an article for *The Times*. From all accounts he did not receive the backing of the college principal and ruling body, which any don has the right to expect.

Ruskin receives several hundred thousand pounds a year in taxpayer's money. The taxpayer has a right to expect that colleges should support their staff against student hooliganism, and the Government as the taxpayers' representative has the duty to exert the power of the purse. Academic authorities may fear the rabble, but experience teaches that they fear the loss of state funds even more. The Government should not hesitate to use financial threats to give them a shot of Dutch courage.

Freedom of speech is a right worth upholding in all academies, not just in universities. Schoolteachers as well as dons are entitled to hold and, where appropriate, express their lawful views. If the campus ceases to be a civilized place, it will not long before the classroom, too, is arbitrized by the fear of violence. That is why teachers of all kinds have an interest in ensuring that words prevail over fists and boots.

## NEXT WEEK

Sex education  
What teachers think: results of a TES/MORI survey

Dreams or nightmares?  
Neil Fitton considers the uncertain future for directors of education

The new Right  
Matthew Reisz on the practicability of the social ideas being promulgated by the right-wing research institutes  
EXTRA: English

THE TIMES

# Educational Supplement

FRIDAY NOVEMBER 7 1986 NUMBER 3671

FIRST PUBLISHED 1910 PRICE 55p



Peeping into the past: Eleven-year-old Theresa Thresh has a private view of her own pop-up model of The Great Exhibition of 1851. Telescopic model-making was one of numerous exercises devised by Oxford Museum Services to amuse children during the half-term holiday.

## Councils ordered to lift Times ban

Three public library authorities – Enlaving, Hamersmith and Fulham, and Camden – which banned *Times Newspapers* publications (including *The Times Educational Supplement*) have been ordered to lift their ban by Lord Justice Watkins and Mr Justice Kennedy in the Divisional Court.

Lawyers acting for *Times Newspapers* had applied for declarations that the authorities had acted *ultra vires* and these were given, together with injunctions restraining the authorities from pursuing their bans further. A number of other authorities had imposed similar restrictions which are likely to be lifted in the light of this judgment.

Lord Justice Watkins, in a reserved judgment, referred expressly to the value of *The Times Educational Supplement* in which are advertised extensively job vacancies. The authorities had taken into account an irrelevant consideration in taking their decision. It was absurd for them to pretend the ban was within "either the spirit or the letter of the law".

"On the contrary", Lord Justice Watkins said, "they have deliberately flouted it when they knew that sensible and responsible officials strongly advised them that they were proceeding to act unlawfully". They had deliberately set out to punish *Times Newspapers*. There could hardly be a clearer manifestation of an abuse of power.

Lawyers in local authorities which have imposed a similar ban on advertising in *The TES* will study the judgment with interest.

## Bill ready if pay talks fail

The Government will announce legislation to impose its 16.4 per cent pay package on teachers in the Queen's Speech to Parliament on Wednesday, unless unions and employers agree their own deal this weekend.

A Bill determining contracts and announcing two-stage pay increases for 18 months has been drafted, but ministers are uncertain how long it will take to get through both Houses.

The Government will stick to its intention of abolishing the Burnham pay negotiating committee by repealing the 1963 Remuneration of Teachers Act whatever happens at negotiations in Nottingham, which start tomorrow. Details of its interim replacement have still to be announced.

In Edinburgh, a special general meeting of the Educational Institute of Scotland is certain to vote to reject the Government's offer of a 16.4 per cent pay increase phased in over the next year. Baker's package pages 13-15

## DES 'held back advice to schools'

by Sue Surkes

Representatives of the Health Education Council have called on the DES to approve a resources list on relationships and sexuality that they claim was withdrawn at the Department's request nearly four years ago.

But they say they may go ahead and publish it themselves if the DES objects to an amended version sent to them last week.

The teachers' resources list called *Relationships and Sexuality* was originally produced and circulated for the Schools Council's health education programme for 13 to 18-year-olds.

It included a list of available kits and a list of books. The titles of the kits included *Make It Happen*, *My Body*, *My Man*, *My Woman*.

The amended version still includes the list of books with the newly-added *Relationships and Sexuality* by Dr. Miriam Stoppard, and *My Body* by Dr. Peter Bruvel.

Material from the Church Army, the Workers' Union, and Family and Concern has also been introduced.

## TES/MORI poll shows teachers divided about sex education

# Deep split over lessons on homosexuality

by Barry Hugill

Nearly one in three secondary school teachers believe that homosexuality should be presented in schools "as an acceptable way of living". But 86 per cent believe sex education in schools should take place within the context of family life.

A TES/MORI opinion poll of secondary school teachers in England and Wales conducted in the immediate aftermath of the House of Commons approval for the sex education clauses of the Education Bill shows teachers to be deeply divided, and in some cases confused, over their attitude to homosexuality.

A third of teachers believe it should be presented to pupils as an acceptable way of living, but 24 per cent think the opposite and nearly a third have "no opinion".

Over half of Labour Party supporters say that it should be taught as an acceptable way of life – a view held by only a quarter of Conservative voters and 32 per cent of Alliance sym-

pathizers. The older the teacher, the less favourable the attitude. And comprehensive school teachers are more likely to be sympathetic to homosexual lifestyles than are other secondary school teachers.

Surprisingly, in view of the Pope's pronouncements on the subject, more than one in five of Roman Catholic teachers believe that homosexuality

Full poll results – pages 18 and 19

should be presented to children as an acceptable way of living. These findings will fuel the fears of some Conservative MPs that it is young, Labour-supporting, comprehensive school teachers who, by promoting a "positive attitude" to homosexuality, are undermining traditional family values.

It must be stressed, however, that the poll also shows 86 per cent of

teachers accepting that sex education must be taught within the context of family life – even though nearly half personally approve of sex before marriage.

Other major findings of the poll are: ● Sixty per cent of secondary school teachers believe that parents should be responsible for deciding what is taught about sex – preferably in consultation with heads and other teachers.

● Only 31 per cent accept the Government view that governors should have the major say on the subject. And a mere 16 per cent believe that it should be the concern of the local education authorities.

● Fifty-nine per cent say that parents should be allowed to remove their children from sex lessons.

● Seventy per cent do not consider that most parents do an adequate job of teaching their children about the facts of life and 94 per cent say that schools must play some part in sex education.

## NOTICEBOARD

### CONFERENCES...

November 14  
Developing the FE manager  
Association of Vice-Principals of Colleges conference for senior managers in the FE service at Coventry Technical College.  
Speakers: Paddy Sheehan, John Evans, Tony Parkinson and Wilson Longden. Fee £15. Details: Ian Strachan, Conference Organizer, Cassio College, Langley Road, Weyford, Herts WD1 3RH.

November 15  
Mother tongue teaching – Sidney Stringer Community Association, Coventry, conference. Themes include new developments in languages and linguistics, the need for mother tongue teaching and a multicultural syllabus and teacher training. Details: Mr T. Tor, Community Association, Cox Street, Coventry CV1 5NL.

November 22  
Teacher appraisal – *Trick or treat?* Autumn conference of the Anglia, Kent and London Association for the Study of Curriculum. At North East London Polytechnic conference centre, Durcan House, Stratford. Speakers: Mr G. Samuel and Miss D. Montgomery. Fee £10. Details: Mr R. Murrin, ASC regional secretary, Forest Lodge School, Lodge Lane, Collier Row, Romford, Essex RM5 2LD.

November 22  
Firebird Trust and Sutherland House school for autistic children conference at Nottingham University on the use of music with children with communication problems. Details: Eileen Hopkins, development and information officer, Sutherland House school, Sutherland Road, Nottingham.

### EVENTS...

November 7  
The VOCAL seminar, Do we learn? which was to have taken place at the Pharmaceutical Society, has now been cancelled.

November 6  
Opportunities in mathematics, statistics and computing. Themes polytechnic school of mathematics presentation for heads of sixth form and mathematics. Details: Thomas Polytechnic, Wellington Street, Woolwich, London SE18 6PF.

November 11  
Pre-school Playgroups Association lecture on *Today's children: tomorrow's parents* by Professor Neville Butler, director of Bristol University's longitudinal "Youthspan" project. At the Grand Jubilee Conference, PPA, 61-63 Kings Cross Road, London WC1X 9LL.

November 12, 19 and 26  
The UNESCO debate at the University of London Institute of Education on *Education for world citizenship* (November 12). The politics of literacy (November 19) and Community languages and multilingualism (November 26). Each seminar begins at 5pm. Multilingualism (free, all welcome). Details: Rajagopalan D1, 636 1500 ext 6011.

November 17-December 16  
Anne Frank in the World an exhibition at Kilsdon College of Technology, Leeds organized by Leeds City Council and Concord Multicultural Resource Centre. Admission free. School party bookings should phone 0532 623324.

November 17-19  
Action on assessment in BTEC.

### CANCELLATION

Further Education Staff College workshop for course-tutors and college co-ordinators at Westmoreland Hotel, London NW8. Fee £130 (non-residential) £200 (residential). Details: Keith Scrivings, FESC, Blagdon, Bristol BS18 6RB.

November 19  
At the crossroads: British Educational Management and Administration Society and Society of Education Officers lecture by Tudor David at Ealing College of Higher Education at 7.30pm. Tickets £2.50 from Graham Cane, Education Department, Springfield, Maidstone, Kent ME14 2LJ.

Cancellation  
GCSE Book fairs (TES, October 3) in Walsall, Manchester, Newcastle, Bradford and Cambridge have been cancelled.

November 15  
Educational games in RE University of Reading school of education at St Mary's Centre, Chain Street, Reading. The day will be led by Ken Oldfield of West London Institute of Higher Education. Details: Short Courses Office, Reading 875234 ext 289.

November 24-25  
National Careers Centre for Careers for Women course at the Institute of Education. Topics include women in medicine, nursing, tourism, information technology, graphics and broadcasting. Details from NACCV, Drayton House, 30 Gordon Street, London WC1H 0AK.

### PEOPLE...

Mr John Holt, assistant principal of the London Contemporary Dance School, to be chief executive of the National Association of Youth Clubs. In succession to Mr Michael Butterfield.

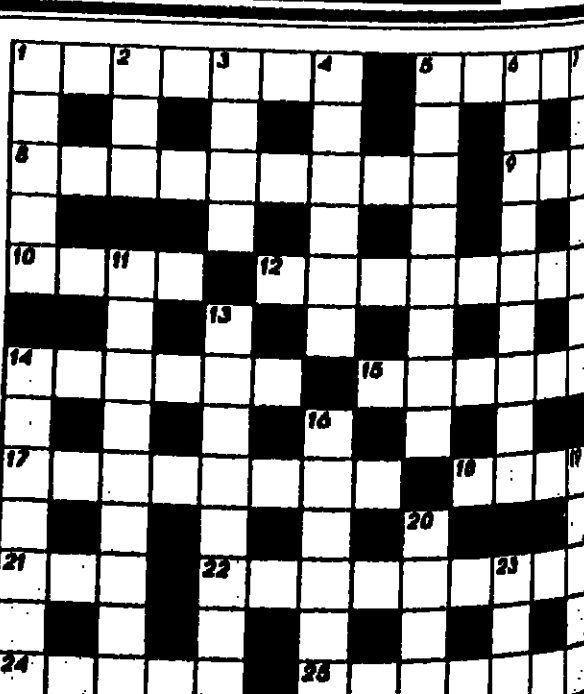
Mr Frank Padley, former chief education officer of Rochdale, to be chairman of the University of the Third Age in succession to Lord Young of Darlington.

The following appointments have been made to Lancashire schools: Mr Graham Boyce, deputy head of St Peter's CE school, Darwen, to be head of Great Harwood Parish CE Junior school, on the retirement of Mr James Wallis; Mr Graham Claydon, deputy head of Preston Brookfield county primary school, to be head of Clitheroe Brookside county primary school, in succession to Mr David Law; Mrs Mary Teresa Kent, head of Holy Cross School, Huddersfield, to be head of Clitheroe St Michael and St John's RC primary school, on the retirement of Mr Bernard Warren.

Mr Peter Lucas, head of Halstow primary school, Greenwich, to be head of Alderwood Junior and infants school, Avery Hill, south-east London.

Mr Geoffrey Dunkin, deputy head of Queen Mary's grammar school, Walsall, to be head of Halesowen Grammar school for boys, Oldham.

## No 278 CROSSWORD by Ruffs



### ACROSS

- Newspaper leader? (7)
- What could be finer to conclude? (5)
- Three bars free of rest? (9)
- The little devil's simply without cunning (3)
- Gone on a King of Merida (4)
- The book of a noted writer (8)
- May be fair to say it's right in Australia, but mind 'out back' in UK (6)
- Thirteen to give me the cure, perhaps (6)
- They begin to acquire temporary modulation (3-5) (7)
- Edible cornmeal (4)

### DOWN

- Expressions of gratitude and disapproval are forbidden (5)
- One about to show anger (3)
- Preparation used in any amount of sentences (4)
- A sick benefit prescription? (6)
- Introduced the new resident (8)
- Just buying and selling (4, 5)
- Censure a salesman modulation away (7)
- Skilled, embroidered (7)

### PUZZLES...

Reading for information – preparing and using books in the primary school by John Hirst and David Pryor of the Shropshire Language Centre includes chapters on resource provision, selection criteria, information skills and book promotion. It costs £2 and is available from David Pryor, Shropshire Language Centre, Hartsford Road, Kidderminster, Staffordshire B15 6BA.

## THIS WEEK

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TEACHERS' RESOURCES  
RELATIONSHIPS AND SEXUALITY  
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## The ultimatum

The representatives of the teachers and the local authorities meet at Nottingham this weekend, faced with Mr Baker's ultimatum: "I have to tell you plainly that the Government has concluded that the employers and unions in England and Wales should reach agreement on a pay package based on the relevant Main recommendations, with such adaptation as is needed to accommodate differences in the educational systems North and South... The Government is not willing to provide for any additional expenditure for teachers' pay on any other basis or for any other changes beyond the terms of this letter and its attachment" (our italics).

On the face of it, this doesn't leave much scope for the cut and thrust of negotiation at Nottingham. There are, it is true, important loose ends in the 19 points which the Government wants to form the basis of the contract – notably on cover. Mr Baker's position on cover is extreme. He seems to want an open-ended commitment to cover within the teacher's cumulative year of 195 days or 1,300 hours. He acknowledges that there will be practical differences between primary and secondary schools, but assumes that teachers must expect to work a week of 33 hours and a bit, and within this time their duties may include cover. Not surprisingly, Mr Baker sets great store by the 19th point in the putative contract which demands that teachers must "carry out such other related duties and responsibilities at the school as may reasonably be allocated as need arises, by the head".

The extremity of Mr Baker's position is, however, mitigated by the 12th clause which specifically refers to "the collective staff responsibility to substitute for an absent colleague when required", qualifying this by adding the words

"within limits as agreed". It will be up to the teachers and the l.e.a.s to "agree" on the reasonable "limits" at Nottingham to curb the Secretary of State's taste for an unlimited obligation.

Mr Baker's *démarche* has caught the unions and the local authorities off balance. They were cocooned in their own little world of collective bargaining, deliberately ignoring everything they knew of Government policy and pretending that they could go ahead in their own time to reach agreements based on principles which they well knew the Government rejected. It came as a surprise all round when, prodded by the Treasury, the Government intervened before instead of after Nottingham. The timing may have been unexpected but it can hardly have come as a surprise to anyone that when intervention came it was in favour of a Main-type settlement and against Coventry. The unions and their employers seem to have believed that time was on their side. Now they have to face reality very quickly and make the best of the new situation.

The prevailing view seems to be that the negotiators may be able to cobble together an agreement on the teachers' contract, but that there is little chance of the unions back-tracking on the salary structure far enough to accept a reduction at the top of Coventry's Main Professional Grade. Without such a reduction there is no way to find the extra money for those in more senior jobs which Mr Baker is demanding.

It has to be acknowledged that the Baker proposals add up to a significant offer. The 16.4 per cent in two instalments (January and October 1987), taken together with all other pay increases since April 1, 1985, mean that over the three years to March 31, 1988, teachers' salaries will have gone up by about 34 per cent. This has to be set

against inflation up by – say – 14 or 15 per cent, and a rise in average earnings of – say – 21 or 22 per cent. The increase in real terms is, therefore, about 20 per cent but only some 12 or 13 per cent more than the likely rise in average earnings over the three-year period – not a great deal to show for all the wretchedness of the recent pay dispute.

If this offer still falls some way short of Houghton brought up to date, it is undoubtedly still the best offer around. It is also, in all probability, big enough to enable the Government to convince the paying public that if teachers turn it down and go on strike they are being perverse and irresponsible. It adds £500 million a year to the public pay bill in the coming year and may well have serious (and for the teachers, self-defeating) knock-on effects elsewhere. It clearly is not negotiable. Unless the teachers and the authorities agree this weekend, a Bill to put it into force will be announced in next week's Queen's Speech.

Moreover, the Main-Baker proposals are actually worth more than the Coventry offer in the short and medium term. The assimilation provisions (see pages 13–15) are more attractive. And, though there is a great deal of force to the argument that the new contract will subtly alter the teacher's job and damage his/her self-image as a professional, there are no duties imposed by the contract which were not assumed by earlier generations of teachers without question.

The teacher's job and self-image have changed, but more as a result of the refinement in techniques of industrial dispute over the past 20 years than because of any new clause in the contract. But then, a union militant, or not-so-militant, might point out that even Mr Baker's relatively modest pay offer would never have been forthcoming had not the hard men in Scotland and in England and Wales proved that

teachers could sustain a long wages fight, weakening or breaking ranks. Remember, last year with which Sir Keith Joseph unveiled the Government's top offer of a billion over four years – just half what Mr Baker's scheme will cost.

It is reflections like this which are likely to come to mind when Mr Baker's statement of the future of Burnham is considered. Mr Baker promises to scrap Burnham and set up a committee to advise the Secretary of State on the distribution of pay within the resources available at the appropriate time (our italics).

As Mr Baker describes it this would not be a "review body" like those which look at the nurses, the armed forces and Top People, but would simply advise on the distribution of pre-determined sums – a sum Mr Baker has become one of the few groups who would be right to negotiate their own salaries, individually or collectively. Such a right is reasonably surrendered to a trusted independent review body, but who would willingly with it to the Secretary of State for Education?

This is quite unreasonable and the charitable gloss to put on it is that it is a shot, a devious move by Mr Baker to mobilise contrary arguments for a proper review body that looks a bit like clutching at straws. Mr Baker's scales deserve to be supplemented gradually. His plan for dealing with teachers' salaries in the future doesn't. Mr Baker has the votes of the House of Commons to push this through, but it could yet be rejected in the House of Lords in its attractive maroon and insist that teachers get a fair deal.

## COMMENT

### Sex – here to stay

The TESMORI poll is reported at length on pages 18 and 19. It highlights the difficulties which teachers have when society dumps on them responsibilities which parents should, but usually cannot, bear themselves.

Sex education is the current prime example. Parents ought to carry the main burden but they are not knowledgeable or articulate enough to do so. There are many objective reasons why young people should be taught about their own physical development and about the nature of sexuality. So the job has to be done in school. Such teaching needs a social and moral context. It quickly leads into questions of personal relationships but these involve matters of right and wrong behaviour about which people differ in their beliefs as well as their actions.

The poll shows the secondary school teachers to be deeply divided in their attitudes towards homosexuality and whether in dealing with the phenomenon of homosexual and lesbian life-styles, they should present these as acceptable ways of life. This has been dramatized lately by a few left-wing local authorities which have sought to extend the notion of equal opportunities to embrace not only gender but also sexual orientation. Is homosexuality, like left-handedness, something to be accepted without question and without any regard to the moral censure which most Christian religious denominations heaped on it in the past (and which the Pope reaffirmed only recently)? Can such matters be dealt with neutrally? Is justice for homosexuals an option or an imperative?

Opinion is deeply divided on these issues. Many people haven't made up their own minds enough to put themselves in one camp or another. The survey shows a wide range of views

related to age and political leaning.

Whatever may be gleaned from these answers has to be considered alongside the larger certainty that only a small fraction of teachers dispute the need to teach about sex within the context of marriage and the family. Behind this conclusion there are, of course, all sorts of coded messages about the modern, maily and modern marriage. What is quite clear, however, is that the teachers share the conventional expectations of the public in general (and the House of Lords in particular) and do not voice the fears which some people expressed about the consequences of writing marriage and family life into the Education Bill. (Or else, they simply regard the amendment as a rhetorical flourish.)

Very few teachers have had any special training in the difficult aspects of sex education which are now being pushed to the centre of the stage. How can teachers teach about Aids without considering the questions of life-style, homosexual or heterosexual, and adopting attitudes which imply moral stances? For example, to discuss socially transmitted diseases simply from the point of view of prudence and the avoidance of disease would be to duck other moral issues about promiscuity and casual sex – forms of human behaviour which many people would regard as immoral even if they didn't carry a health warning. There is an obvious need for in-service training, but no one should suppose that those who are skilled and knowledgeable in these matters have necessarily faced up to the moral dilemmas any more than the rest of the profession.

What is clear is that teachers are not in favour of local politicians selling them what they should do about sex education. The people they think should have the ultimate say are the parents – they favoured an unconditional right for parents to withdraw their children from sex education classes.



came with the question about voting intention. The secondary school teachers have swung away from the Tories and now favour the Labour Party slightly more than the Alliance. Not surprising, perhaps, but if the Conservatives cannot get their share of this substantial group of middle-class voters, they must be worried. Previous polls effectively disposed of the canard that teachers normally lean to the Left. But now it begins to look a bit different. It must be doubted if the imposed pay settlement will succeed in changing this in the short term.

### Who'll watch that child?

There is an even chance that Child Watch, the inappropriate TV spectacle which Esther Rantzen used to launch the ChildLine service, for lonely child abuse victims, will create as many disasters as it uncovers. It certainly found instant justification in the torrent of cries for help which poured in over the waiting telephone. But the dramatic reconstructions were less convincing than the reported messages. The real picture of a child in trouble is

ened streets to a telephone box looked as threatening as the unwelcome home, and it now appears (page 8) that only a fraction of the calls were about sexual abuse in the home.

The most serious doubt about the programme, however, must concern the fact that, unless you can then rush help to the damaged young people who have been led to believe that rescue is at hand, you have betrayed them almost more completely than if they had never seen the glossy television sanctuary.

What has worried the caring services in the aftermath of ChildLine's launch is that the social workers know they haven't got the people to look after every child referred to them – most of them can't cope with their usual load – and the teachers fear they don't know how to.

They may not have been reassured by the adults who testified in the programme that as battered children they had made their coded cries for help and those had been missed or ignored by teachers. But the growing awareness of the extent of the problem must mean that that is less likely to happen now.

As our report shows, support for the professionals in the classroom is still more likely to come from agencies like the NSPCC or Kidscape than official channels. The DES is worried about child abuse, but not yet worried enough to fund in-service training.

Even if INSET were in place, it could not (and should not) turn teachers into social workers. They need to know how to spot a child who needs help, and for whom the teacher may be the only easily available adult outside the family; and teachers need to know to whom they themselves should turn for back-up.

If the nation's conscience has really been awakened by the launch of Child Line, the nation's conscience ought now to provide the social services to help; but if it does not follow that this will happen.

### Brent bows

The reinstatement of Miss McGoldrick is overdue – a gracefully late response by the councillors of Brent to the High Court judgment in her favour. The appeal against the reinstatement is expected to continue, however, and this is not as unreasonable as some of Brent's critics have suggested.

No doubt everything will turn on interpretation of the articles of the contract which are in force at Brent infant school, and whether the Council of Appeal rules that the council's interpretation is correct. In their own words, the facts of this case, in their own words.

Local authorities and throughout the country will be interested in the outcome in view of increased responsibilities which will be placed on heads and heads will assume the 1986 Act. (Legal instruction must become an important element in training for heads and government advisers.)

They will be particularly concerned to establish the differences between McGoldrick's case in Brent and Honeyford's in Bradford where the local authority managed to overturn a decision which sustained the government's decision.

### NO COMMENT

"Geography Syllabus C states that before commencing the course, first time, teachers will be required to attend a meeting at which the syllabus will be discussed." The NEA is a committee of the multilateral education authority, and instructed to report back to the next meeting where I was to remain until the end of the week. I think the publicity must be something else.

Mr Savery, unrepentant for the article he wrote last year in the Salisbury Review critical of the contemporary anti-racist lobby, said he had had a long-standing arrangement with Mr Price that if he attracted extensive publicity to the school he would voluntarily withdraw and ask to be posted somewhere else. He teaches English to ethnic minority children. "But I can only suppose some pressure was exercised following the meeting at the university – probably by left-wing members of the authority," Mr Price told THE TES he could not comment.

## Jeremy Sutcliffe and Huw Richards report on proposed colleges in Sheffield and Shropshire

# Rough life and times of tertiary crusaders

The country's first big-city tertiary reorganization is set to go ahead – but with its wings clipped, and with the prospect of fierce competition from six school sixth-forms exempted from the plan.

The Education Secretary, Mr Kenneth Baker, has turned down Sheffield City Council's bid to introduce a unified tertiary system – with eight colleges replacing the city's sixth-forms – but has informally approved a partial scheme.

Under the Baker-approved scheme all but six of the city's 37 comprehensive schools will become 15 to 16 schools, feeding seven new tertiary centres, leaving seven new tertiary centres, leaving seven new tertiary centres, leaving seven new tertiary centres.

The outcome, which has still to be confirmed after last-ditch representations from the local education authority, follows a vigorous campaign from parents in the affluent south-west part of the city, backed by Conservative and Alliance politicians.

Leaders of the ruling Labour group have denounced the decision as "purely political", noting that all the exempted schools fall within Hallam, Sheffield's sole Conservative constituency.

Mr Joan Barton, who chairs the city's education committee, claims that by exempting schools, Mr Baker has broken his own guidelines on educational provision. These are set out in the Department of Education and Science draft circular, *Providing for Quality: The Pattern of Organization to Age 19*, which calls for sixth-forms to have a minimum of 150 students.

A radical plan for a new tertiary college taking students from three counties will go before Shropshire councillors for approval next week.

The proposal for a college whose catchment area could include the north part of the county and bordering sectors of Cheshire and Lancashire is one element of a reorganization programme agreed last week by Shropshire's education committee.

Falling rolls mean north Shropshire alone will not produce enough students to support a viable sixth form and the plan seeks to get round the problem.

The other authorities have been informed of the idea, and serious negotiations will start if the full county council backs the plan next Friday.

Location and budgeting are two of the major issues that will have to be agreed, but Shropshire officials point to the Ysgol Gogarth special school in Llangollen, set up by a consortium of Welsh authorities in the 1960s, as a precedent for inter-authority co-operation.

Full council support is not a foregone conclusion. The controlling Labour group holds only 25 seats out of 63, and so must win support from other parties.

If the plan goes through, and is accepted by the Secretary of State for Education, five secondary schools will close – including the county's last remaining grammar school at Newport.

Others will have catchment areas redrawn and sixth-form provision will be rationalized with the creation of a tertiary college at Bridgnorth.

Labour politicians in the city, while publicly angry that six schools have been exempted, are thought to be delighted to have achieved so much. They believe that once tertiary education is in place, support for the remaining sixth-forms will wither away. Supporters of the sixth-forms believe they will go from strength to strength.

Whatever the outcome, the effect of the Baker plan, but it is almost certain the council's bid for a unified system is now shelved.

Mr Barton says the six Hallam schools will lose 2,400 pupils in the next four years because of falling rolls, leaving only two with viable sixth-forms. Keeping those unused places open, and could cost a great deal of money, and could city a great deal of money, and could city a great deal of money.

But the decision has been welcomed by the Conservative leader in the city, Mr David Heslop, who disputes the council's figures, saying there would

be an upturn in places by the early 1990s. The strength of the opposition indicated how popular the schools concerned were, and proved they would continue to thrive, he said.

The decision, revealed in talks between DES and council officials, will be confirmed only after the council has made representations about the likely effect of the Baker plan. But it is almost certain the council's bid for a unified system is now shelved.

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The education committee took six hours to debate the proposals, with many votes following local as well as party loyalties.

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## Computer saves animals

by Ian Nash

Biologists in Sheffield have developed computer programs to eliminate the need for experiments on animals in school laboratories.

The program is replaced by the micro-computer in simulation experiments. The first experiment, published this week, allows pupils to study the effects of stimuli such as drugs and temperature on the nervous system of a live frog without involving the animal.

Sheffield City Polytechnic, where

the programs were developed, kills about 100 frogs a year for biology. Home Office records show that more than 36,000 animals are slaughtered annually for school and polytechnic science education.

Market research to assess the impact of the work on schools will be funded by the National Anti-Vivisection Society (NAVS), which claims it receives at least 10 distress calls a week from pupils forced to carry out dissections.

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### Race row teacher moves

by Bert Lodge

Mr Jonathan Savery, the Bristol teacher cleared of racism earlier this year but sent home from his job at Merrywood boys' school last week, will teach his usual Friday timetable today.

It is his last day at Merrywood. After two years on secondment from the authority's multicultural education centre he will be posted elsewhere next week. He confirmed he had been suddenly sent home from the school last week after a meeting at which the school's head, Mr Sue Houlitz, said he was "disappointed" that Mr Savery had not been able to remain until the end of the week. I think the publicity must be something else.

### Shortages plea

Headteachers say scientific and technical experts should be lured into teaching from better-paid jobs by lump-sum "transfer" payments.

The Government should be ready to pay considerable sums to individuals through a special compensation agreement, says the National Association of Head Teachers.

Amounts would vary according to length of service and future career prospects.

### English inquiry

The Government is to appoint a committee to investigate the teaching of English in both primary and secondary schools. Professor Sir Randolph Quirk, the former vice-chancellor of the University of London, is the front-runner to chair it.

The Education Secretary wants the committee to recommend books for use in schools, specify what children should be able to read by a given age, and encourage teachers to make pupils read aloud in class.



As local government comes increasingly under direct attack, Neil Fitton, director of education for Cheshire, questions whether he and his colleagues have a future at all

## Dreams or nightmares?

Let us consider the following propositions:

- That local government services ought to be more "client-centred";
- That local government services should be delivered through outlets which are as close to the communities they serve as possible;
- That local government "bureaucracy" should be reduced to minimum levels consistent with effective service delivery;
- That local government should abandon those activities which others can do equally well at less cost.

For the moment, let us not argue about the validity of these propositions. We can surely agree that they are supported by a substantial body of opinion and concentrate on their implications for the education service.

To make education more client-centred we have to define terms. The first and most important clients are our pupils and students. If we do not have these clients at the forefront of our minds we must be failing in our duty.

However, there are other client groups we have to consider, notably parents, the community, and employers.

The place of parents in the education system has changed irrevocably. Parental involvement in school life is now understood to mean much more than organizing the summer fete. Most schools, especially primaries, are used to seeing parents participating in the educational process, not simply by supporting the school but by sharing with teachers in the preparation, organization and delivery of learning.

Furthermore, through active PTAs and governing bodies, increasing numbers of parents are gaining experience of the governance of schools. The Education Act of 1986 will enhance further the role of parents in the government and internal management of schools. Headteachers and local education authorities will be unable, even if they wanted to, to ignore this client group. Since all schools are different, the capacity to generalize about the way each school's parent body will behave simply makes the task of coping with these differences more complicated.

The concept of "community" is even more complex. Used loosely, "community" can be read as synonymous with "parents". Those schools active in the field of community education know that this is a superficial view. Serving the community is seen as a desirable objective by many in the education world. After all, our buildings are public property paid for from rates and taxes. Therefore, they ought to be dedicated to serving the wider community, not just the pupils and parents who are temporarily associated with them. That view begs many



questions about how to involve the community and just how far the writ runs for heads, teachers and even I.E.S.s.

The view that employers are clients of the education service is not new in spite of recent emphases. What has happened recently is the debate about the relevance of schools as preparation for the world of work. It is ironic that this debate is set against a backdrop of almost total loss of job opportunities for 16-year-olds. However, the debate itself is real and significant and schools have been obliged to face up to allegations of a lack of interest in the "needs of industry" and a failure to "produce" young people who fit those needs.

One of the achievements of Industry Year 1986 has been to spotlight much sound work which demonstrates that schools are alive to this debate and perfectly capable of reassuring their employer clients that they do know what goes on outside the school gates.

To go back to my four propositions: it can surely be demonstrated that schools and colleges are close to their communities and that they know much

about the need for, and the importance of, a client-centred approach. Can the same be said for I.E.S.s and their officers?

One of the drawbacks of bureaucracies is that they tend towards self-justification and self-perpetuation. They also find devolution of influence and control less easy, less tidy and less comfortable than centralization. It seems inevitable, therefore, that education officers will tend to a cautious approach towards parental or community control of schools; will be defensive about dismantling super-structures; and will be potentially hostile towards loss of functions whether to other public or to private agencies.

Yet the reality of the recent past and the prospects for the immediate future suggest that education officers do face significant loss of influence and control. Consider the:

- Growth of the involvement of the Manpower Services Commission in 14-19 education in schools and colleges;
- Increasing use of specific grants to determine priorities for schools and

colleges, by-passing the I.E.S.;
- Manifestation of "parent power" under existing legislation;
- Move towards greater financial control at school and college level;
- Lowering of I.E.S. control of governing bodies in the 1986 Education Act;
- Removal of several functions from the education department in Wales;
- Specific exclusion of I.E.S. involvement in sex education policies for schools as proposed by the Secretary of State;
- Proposal to establish city technology colleges outside I.E.S. systems;
- Likely extension of privatization (competition) to a range of local government services.

I make no express value judgement about any of these developments. The trend is clear, however, and education officers face a considerable change in their role. Add it all together and it can be argued that the need for the traditional educational administrator is lessening. (Indeed, another trend makes it more likely that the traditional administrator is going to be harder to find. If the teachers achieve the

salary boost we expect, it will be more difficult to attract into education offices on career scales for officers.)

Extrapolating the trend, it is fanciful to suppose that we could share out in large degree to each of the functions of education officers who will allocate budgets, monitor expenditure of schools, manage the building, maintenance, disposal of educational premises, personnel advisers and lawyers will offer services direct to headteachers; to transport managers; to organize taxi contracts; and so on? What would be left for education officers? The Careers Service, the go to MSC or Department of Employment, of course, but perhaps could remain together with the education advisory service itself. We such groups would be local agencies or not is a moot point. The 1981 Act requirements and to appraise and advise schools on curriculum and training needs. There would be no director of education and a chief education officer would probably be more at home from the ranks of headteacher college principals.

Local authorities would remain, whether any of them would be regarded as local education authorities is another matter. Filling the void would be central government institutions themselves. How regards that prospect depends, to some extent, on one's political stance.

The visionary view must be that rolling back the frontiers of bureaucracy one would eventually take its place. So long as citizens can be restrained there is a possibility of schools and colleges directly accountable to them. The contrary view might be that opportunity being created for, in future time, a central government "take-over" of schools and colleges in a direct manner untrammelled by the present buffer of I.E.S.s. Then come fears of politicization of schools and loss of responsiveness to local communities in ways now, perhaps, unforeseen.

Dreams or nightmares? Again depends on your point of view. Occasionally it does not seem to imagination rip. Sometimes it sort out the reality from the fantasy. Sometimes it convinces that one fantasy could be someone else's reality!

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### Scotched hopes

Scottish newspapers have recently carried adverts to recruit teachers for Lambeth, a "richly mixed community", which includes Brixton. "Working towards removing the blight of underachievement and looking for teachers dedicated to our policies of anti-racist and anti-sexist education". The Inner London Education Authority places the adverts, but to get a human face on them, a list of Lambeth parents' names and phone numbers were supplied. One inquirer got a parent-governor of six years' experience who said: "We have tried to reassure teachers about living in this part of London, and about the cost and availability of housing. It worries many people coming to London." It should. Half-a-mile across the river, Mrs Patricia Kirwan, chairman of Westminster Council's housing committee, tells it differently: "I'm desperately sorry but... for these people who come to London there is simply nowhere for them." Actually there is. But the latest average price quoted by the building societies for a one-bedroom flat in greater London is £82,728, compared with £16,699 in the north. And while prices have gone up by 28 per cent in London in the past year alone, the rise is just 4 per cent in Scotland. London weighting? It's just climbed over the £1,100 per annum mark for the inner areas.

### Set's appeal

The silence following the announcement in *The TES* last week that a Muslim school run by a group of Muslims must close contrasts starkly with the response last year when another group in the same district sought to open a school. The Al-Farooq, 10 million-strong worldwide, 10,000 in this country, applied to take over a disused junior school in Brixton and run it as a voluntary-aided. But the set is regarded as heretic and is the object of considerable hostility from orthodox Muslims. As soon as the plan leaked out, a meeting attended by more than 1,000 Muslims condemned the move and sent a letter of objection to the council. The Al-Farooq tried to arrange public meetings first in a local high school, then in Brixton town hall, to explain themselves - but both meetings were cancelled on police advice. The Al-Farooq settled on a meeting on leaflets but were promptly set upon, leading to one man being carried off to hospital and the arrest of three others. A week or two later the tension was diffused when Kirklees turned down the application because the case that the area had a real need for the school had not been proved. What is bizarre to the understanding of any Westerner is that the Al-Farooq are proscribed because the Government of Pakistan says so.

Age of discovery

Lord Houghton of Sowerby, in the House of Lords last week: "Men of my generation, of course, had no sex education. We only had discovery."

One day perhaps, we could have a lesson in a committee room, with canes and a blackboard, and we could see sex education in schools as a parallel with other specialist subjects in the curriculum. I confess that I am not a committee member, but I am a teacher and I believe that sex education is a subject which goes to the heart of what we do in schools. I believe that many of our noble lords are in the same position. Lord Houghton is 88.

Acronym

Handicapped are entitled to the same quality of education.

Ian Nash reports Sir Peter Parker's 10-point programme for educational reform

## 'War cabinet' proposed to get back on right track

A strategic "war cabinet" should be set up to remove education from party politicking, Sir Peter Parker, the chairman of the British Institute of Management, said last week.

"I believe that the whole of our education system has lost direction. We have lost sight of what we are educating for," he told the Royal Society in the second annual Smallpeice lecture.

Sir Peter acknowledged the dangers of over-centralization, but said education was in crisis. "I find decentralization in an emergency difficult to argue."

He proposed a 10-point action programme for reform which includes a commitment to education for all from the age of three and the raising of the school-leaving age to 18 with a complete overhaul of the 14-18 curriculum.

Sir Peter, formerly the chairman of British Rail, criticized the vocational lobby for failing to understand the needs of industry and commerce and for picking piecemeal at reforms to the detriment of the education system as a whole.

"In enterprise, we want to work with people who are educated, expert and professional, but still learners, maybe, by experience, but still learning, still changing. The capacity to change is the quality we value most constantly in enterprise."

The Smallpeice Trust, set up in 1977 on the death of machine tool manufacturer Mr Cosby Smallpeice, was succeeding in its aim to promote design in education, he said.

But it was not the business values of these such as Mr Norman Tebbit, the Conservative Party chairman, that should be setting the specifications of design for learning. "There is wonderfully more to it than that," Sir Peter said.

"Not necessarily contrary to but beyond our hard-pressing priorities in business, there is the continuity of learning that will matter most in the future society with change as its ally."

The notion of "education throughout life" was central to his 10-point programme of:

- Commitment to education from the age of three onwards. Provision for nursery education had been "honoured in the breach rather than the observance" since the Fisher Act of 1918;
- Stopping specialization at an early age. Technical education would benefit from a basic common education for all pupils up to 14 years;
- Extending full-time education from 16 to 18 years;
- Completely overhauling education provision for 14 to 18-year-olds. Schools still lacked "high-quality preparation for the real world of work";
- Ensuring that all children left school with some sort of qualification, or at

least a record of attainment that would be recognized by employers;

● Reviewing the interdependence of universities, polytechnics and colleges of higher education;

● Aiming at continuity of education. "Our design for learning must call for enlarging facilities for education throughout life." Business should see itself as an educational institution and distance-learning bodies such as the Open University should be expanded;

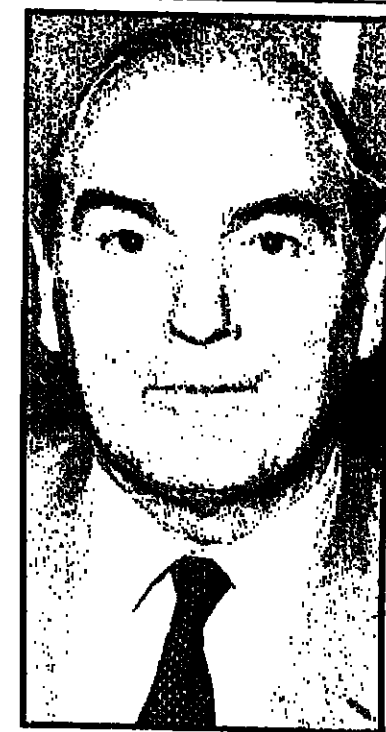
● Advancing technology, which would offer an extension of distance learning. "Education is moving out of the classroom into workplace and homes, across frontiers, across class barriers as well";

● Overturning the "crisis of staffing and morale" in the teaching profession. "There are areas of critical shortage - care mathematics hold its place in the core curriculum if those with qualifications to teach can go outside for twice the money? The respect we pay teachers will be central to a new design";

● Spelling out the facts of the long-term decline "that threatens the main-springs of this modern industrial society."

While warning against narrow vocationalism, Sir Peter was equally critical of over-emphasizing the academic. "In my view, academic excellence should be the foundation, not the pinnacle, of our system."

"Education should be designed for



Sir Peter Parker: crisis

the pursuit of learning in all walks and works of life. Education should not be a competition for the survival of the academically brightest whose reward is a place in the rarified atmosphere of academia," he said.

For decades now, school-leavers had been "ill-educated and ill-qualified for industry," while the majority leaving higher education were "over-qualified and under-equipped for industry and enterprise."

Both employers and trade unionists were agreed on the need to give more emphasis in school to preparation for working life. Schemes from industry proliferated as a result, but still a good general education is often sadly lacking due to specialization at too young an age.

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### NEWS

## Ulster ponders handicap attitude

by Carmel McQuaid

When severely handicapped children are admitted to mainstream schools for the first time next April, both teachers and other pupils' attitudes towards handicap will have to be overhauled. Northern Ireland's Association of Education and Library Boards' annual conference has heard.

Mr Ernest Brown, deputy chief officer of the South Eastern Education Board, said that principals and class teachers would need training in new skills to ensure children with special needs could cope with school routines. It was imperative that the machinery which guaranteed that such particular placement was right for the child was put in motion without delay.

The boards now face a new task which requires them to determine the needs of individual children from those who require a minimum of help to those whose needs must be



Handicapped are entitled to the same quality of education.

## Minister backs tertiary option

by Ian Nash

Tertiary colleges could become most economically viable education option for the 16-19 age group, Angela Rumbold, Minister of Education, told the Tertiary Education Association in Cardiff last week.

"While further education is expensive, it is providing vocational as well as substantial academic work and of course sixth-form colleges. Tertiary colleges can also enter the market in the future," she said.

The case for tertiary colleges helped by the Government's decision it was vital to bring academic vocational work closer together.

However, she added, powerful arguments in their tertiary colleges were not a



## NEWS

# The good, the bad and the glue-sniffing

Jeremy Sutcliffe thumbs through *The Good Schools Guide* in search of handy hints

One wonders if Sherborne School, seminal home of celebrated newspaper diarist Nigel Dempster, would have been included in *The Good Schools Guide* if the authors had been able to revise the book following this year's Labour Party Conference.

A few months later, perhaps, and the editors of this *Sloane's Ranges* guide to schooling might have expunged the Dorset school from its pages – in retribution for one of its masters taking the opportunity of a Labour platform and television cameras to denounce public schools before the nation.

Its saving grace must surely be that the teacher concerned, having done little to endear himself in the staff-room, did the decent thing and resigned. It is with enhanced interest then that we turn to the school's entry in the

Billed as a parents' guide, it is clearly aimed at the wealthier middle classes who are only cursorily interested in state grammar schools, and secretly at all in comprehensives. Of the 250 schools included, only 12 are state schools, eight of them in London. It is a book with its market in mind rather than educational quality.

Although lively and very readable, as you would expect from journalists associated with the *Sloane's* bible of chat, *Harpers and Queen*, it is surprisingly gauche about its own credentials. "The book," we learn, "is entirely subjective – the good, the not so good, and the pretty ugly."

And then we are told: "We have limited our choice to primary and secondary schools in the state and in the private sector." (In fact no state primary schools are listed.)

The authors admit that in places "the book will doubtless already be inaccurate", and then (with refreshing if somewhat breathtaking honesty) that there are gaps. "We are especially on the look out for good comprehensives and there has been much discussion about whether one or two of the major public schools actually rate an entry at all. Several schools (such as Bradford Grammar, Ellesmere, Deventry Grange, comprehensive) were recommended to us too late for this edition but we hope to include them at a later date."

The authors say their intention was to write about "the nicknames, the peeling paint, the school doctor's funny little ways"; in short, to give an impressionistic view of some of our



King's College School: "pretty brilliant results" and (right) Roedean: "still trailing clouds of glory but now in need of a new direction."

best-known schools. So perhaps they should not be treated too seriously. Far better, perhaps, simply to enjoy their opinions. On independent schools, for example: "Private/public graduates who gave us the impression they had fallen into teaching *faute de mieux*, or were steered that way by universities' appointments boards. We found heads and staff surprisingly ignorant of what goes on elsewhere (but does it matter?)."

Or on state schools: "Teaching in state schools is tougher, needs more vocation – and teachers in the maintained sector are often of high calibre. They are, however, let down by the system – with little control over pa-

rents, dress, discipline – and are often one or two, sometimes more, years behind good academic private schools on academic matters."

The book is peppered with frequent titillation, including sections on sex, drugs, homosexuality and bullying, to keep the reader's interest. We learn, for instance, that flogging still goes on in some public schools, but mainly "in the spirit of private enterprise and pocket money", while in comprehensive glue sniffing is "particularly widespread".

Perhaps the greatest jolt is delivered when we read that in some schools a condition of girls being accepted in the sixth form is that they go on the Pill. For libel reasons, the publishers

assured *The TES*, none of the schools could be identified. What a pity.

Finally, there is the good old one-date, and once again the authors have their market well. The one page apparently like to tell about £1,675-a-year Wycombe Abbey School for girls in Buckinghamshire: this: "Girls are simple. If they're not you send them to Wycombe Abbey. If they're not you send them to the Hall." Predictably, the story is attributed to a *Sloane* mother.

*The Good Schools Guide*, by Anne Athu and Sarah Drummond, is published by *Harpers and Queen*, pp. £8.95.

## parents

guide for a description of the headmaster, Mr Robin Macnaghten (ed. Eton and Cambridge), as a "somewhat remote, uncanny character, also civilized and disciplinarian".

There are obvious clues to the book's ideological home on virtually every page. At one point it gives us some handy hints on "paying up" for our children's education while the handiest of all is "particularly beware of everything (their italics) when the Labour government gets in".

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## Parents protest over compulsory Punjabi classes

by Sue Surkes

Angry parents are planning to resist the compulsory introduction of Punjabi lessons at a Wolverhampton comprehensive.

The parents of pupils at Collin Hills School are due to meet tonight to discuss their campaign against a new language awareness programme for the 230 first-year pupils. The course involves three nine-week units in French, German and Punjabi and one looking at the framework of language.

The school's headmaster, Mr Roger Pask, said that Punjabi had been chosen because there were several Punjabi specialists on the staff and 40 to 45 per cent of the pupils came from Punjabi-speaking families. The course, which could be extended to two years and did not require the children to learn the Punjabi script, had the full backing of Wolverhampton education authority and the school's governors, he added.

But Mrs Paddy Bradley, a Conservative member of Wolverhampton Council who has called the open meeting, branded the Punjabi element of the course "a complete waste of time and resources". She said she had had about 20 calls from worried parents.

Mr Eric Beckett, whose 11-year-old daughter is in the first year at Collin Hills, said: "I have nothing against them teaching it voluntarily. It is the fact it is compulsory. I think it will be useless. I would prefer more English, French and German."

Mr Pask admitted that he had made a mistake by not explaining the details of the course to parents in advance. A description of the course circulated before the start of term had only referred to "several modern languages".

After three youngsters had become agitated about a "particular piece of

Punjabi homework, he had called a parents' meeting to explain the programme, and it was only then that any feeling emerged.

Even at the meeting, attended by between 50 and 70 parents, only 10 people had spoken of whom three were critical.

Mr Pask said every school had a common curriculum and "you can't pick and choose bits." Parents were welcome to sit in on the Punjabi lessons and to discuss any worries they had with him face to face.

Mr John Bird, Labour leader on Wolverhampton Council, said he saw nothing wrong with the Punjabi lessons. Most schools made foreign languages compulsory in the first two years of secondary school. "Why should Punjabi be different?" he asked.



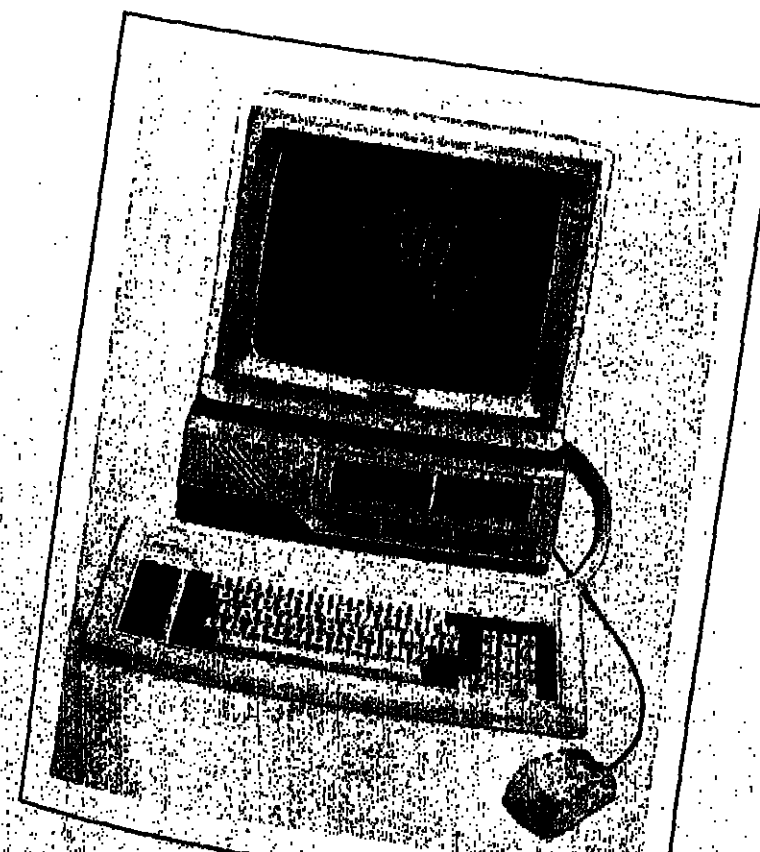
First years are to study French, German and Punjabi.

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THE TIMES Educational Supplement



## NEWS

NSPCC emphasizes teachers' key role in spotting signs, reports Julia Hagedorn

## Vow to pursue child neglect cases

The National Society for the Prevention of Cruelty to Children has guaranteed to follow up every case of suspected child neglect referred to it by teachers.

The pledge comes in the week after the launch of ChildLine, the telephone counselling service for abused youngsters which has already received thousands of calls.

The NSPCC began its own campaign to spotlight the problem of neglected children last month. Mr Jim Harding, the society's child care director, said teachers had a vital part to play in spotting neglect. They were the adults most likely to notice tell-tale signs such as truancy, frailty, malnourishment, illness, tiredness, lateness and aggression.

The NSPCC estimates that neglect and abuse kill 150-200 children a year. In 1985 there were more pupils registered for neglect than ever, and victims were more likely to be girls.

Mr Harding said neglect was much less likely to be spotted by doctors or social workers than sexual or physical abuse. Teachers were often concerned about a child but did not know what to do. "It has come to the stage when we tolerate very high levels of neglect. Teachers admit that they are very worried."

In such cases, local education authorities had an agreed framework for action. Teachers should become familiar with it and share their worries with colleagues.

Mr Harding said: "The onus should not be on the individual." But he admitted there were times when a

teacher's worries were not heeded. Teachers did approach his organization in those cases and it would go into schools and provide consultation and advice.

"In the last resort, we are always there. Even if we did not take on the case ourselves, we would guarantee results," he said.

Mr Harding gave a cautious welcome to ChildLine - which is thought to have received 30,000-50,000 calls in the first 12 hours and which has been constantly busy ever since.

He said the message to children should still be to go to a trusted adult. For many, this would be their teacher.

However, teachers at a recent National Association for Pastoral Care in Education conference felt strongly that they were not adequately prepared to deal with disclosures of child abuse.

Mr Peter Lang, the conference organizer, said that without properly funded in-service training from the Department of Education and Science, teachers might well not be prepared for a child's attempt to confide in them, and the pupil would not make the same approach twice.

Mr Peter Maher, the association's national secretary, said that teachers were as indignant as the rest of the community about abuse but the situation was not likely to be as clear cut as the response to ChildLine suggested.

Children were much more tentative and subtle about the ways they called for help. Teachers needed training to raise their awareness about the extent of the problem.



Tiredness: possible pointer

Mr Maher was also worried that children's disclosures might precipitate a greater crisis than before if mishandled by agencies.

"It is easy to generate the disclosure of abuse, but how the hell do we pick up on those calls for help if the infrastructure and support is not there?"

Ms Michele Elliot, the co-director of Kidscape, which runs in-service training for teachers on child abuse, stressed that many of the youngsters who came forward now might already be receiving help from other sources.

She had helped on ChildLine and stressed that its impact should be kept in perspective.

The majority of the calls were not from sexually abused children but from those complaining of physical hurt to themselves or their parents, of bullying from their peer group, and

adults. She was also worried that the statistics had been misinterpreted to make it look as if fathers were the main culprits.

"The last thing we would want to do is to frighten children off normal affectionate relationships", she said. Kidscape believed in teaching children how to prevent abuse and thus to break the vicious cycle. Talks were going on with local authorities - one i.e.a. was likely to put a Kidscape pack in every school - and she had run courses in Inner London, for heads, and in schools.

Her co-director, Ms Wendy Timman, thought that it was tragic if a child had to resort to a telephone call to an unknown adult.

She emphasized that Kidscape told children to go to a parent, friend or teacher. "We must give children positive ways of avoiding the necessity of that call."

The Department of Education and Science has not funded any in-service training on child abuse. Various i.e.a.s are now amending their guidelines to schools to include advice on the support services available.

A local helpline for young people who have been sexually abused has been set up in Leeds. In the week that the Touchline service has been operating, it has received calls from more than 100 people, mainly children.

Touchline is financed by the National Children's Home and Leeds social services. Callers are offered personal interviews with the back-up of a centre which provides family therapy and personal counselling.

## Public backs corporal punishment, says survey

by Sue Surkes

Public attitudes have hardened dramatically in favour of corporal punishment over the past 40 years, according to a Gallup survey published last week.

The results could be seen to indicate a putting of the ways between the public and MPs - who voted by a majority of one to outlaw physical punishment in state schools in 1986.

By comparison, a survey in 1946 showed that 50 per cent agreed that teachers should be allowed to use corporal punishment, against 49 per cent today. Nowadays, only 27 per cent disagree, compared with 42 per cent 40 years ago.

Seventy-seven per cent of Conservative supporters, 72 per cent of Alliance followers and 61 per cent of Labour voters are now in favour of corporal punishment, according to the survey.

The results of a poll on attitudes towards co-education are perhaps more predictable. In 1946, 43 per cent thought boys and girls over 11 should be taught separately, compared with 18 per cent today. Seventy-seven per cent were in favour of co-education this year, as against 45 per cent 40 years ago.

The basic questions on corporal punishment and co-education were exactly the same as those put to a similar-sized sample by Gallup in 1946. Detailed breakdowns by age, sex and political affiliation cannot be compared.

The Gallup surveys, which used a nationwide sample of 977 adults, form part of a broader study into changes in the British way of life between 1946 and 1986 that has been carried out by several market research companies to mark the 40th anniversary of the Market Research Society.

Commenting on the survey's punishment findings, Mr Nando Welch, a Gallup director closely involved in the research, said parliamentary "experts" may have reached different conclusions after considering all the implications. But the broader public seemed more concerned with discipline and the involvement of youngsters in street crime.

He said that people who were questioned about co-education in 1946 were talking of a system about which there was little experience. Today there was more experience and broader acceptance.

Opinions about the causes of ill-treatment of children have changed little over the years. In 1946, 39 per cent of those questioned cited cruelty, compared with 34 per cent today.

Ignorance and bad conditions were mentioned by 52 per cent of those interviewed this year, as against 53 per cent in 1946.

## Tory attacks closures plan

by Barry Huggill

The former political adviser to Sir Keith Joseph has attacked Government plans to reduce the number of surplus school places.

Mr Stuart Sexton, who lost his job when Mr Kenneth Baker took over from Sir Keith as Secretary of State for Education earlier this year, says that the plans will be the "death-knell of many good village schools."

He predicts that 1,500 of them will be closed if the proposals outlined in the DES draft circular on falling rolls, *Providing for Quality: The Pattern of Organization to Age 19*, are implemented.

Mr Sexton, now director of the education unit of the right-wing Institute of Economic Affairs, claims that the circular puts under threat all but one of the Roman Catholic and Church of England comprehensives in inner London.

He also said many sixth forms would have to be replaced by sixth-form and tertiary colleges.



Jolly good fellows! Burnham Committee opponents Mr David Hart, general secretary of the National Association of Head Teachers, and Mrs Nikki Harrison, former local authorities' pay negotiations leader, recently received honorary fellowships from the College of Preceptors.

## Lords pass campus free speech clause despite academics' warning

by Jeremy Sutcliffe

Legislation designed to guarantee freedom of speech in universities and colleges has been approved by the House of Lords, despite opposition from vice-chancellors.

The Lords voted 129 to 78 in favour of a Government amendment to the Education Bill, which obliges universities, polytechnics and colleges to "ensure that freedom of speech within the law" is given to students, employees and visiting speakers.

Under the new clause institutions must make sure individuals and groups have access to use "any premises" on the campus. It also compels them to draw up codes of conduct governing meetings.

The amendment was opposed by eight vice-chancellors during the two-and-a-half hour debate last Thursday.

Their attack was led by Lord Adrian, vice-chancellor of Cambridge University, who said the amendment was so badly drafted that there was no knowing what it meant.

"We may laugh at the prospect of Moonies in King's Chapel, the Animal Liberation Front in the physiology department and Flat Earthers in the geography department, but harassed people in universities will have to deal with students probing in this way. If nothing else, we shall waste a great deal of time and effort which would be better used on more serious matters," he said.

"If Parliament chooses to stress the over-riding importance of free speech by forcing vice-chancellors to rigid and codified responses there is, I believe, a real danger of more violence."

While vice-chancellors would deserve some of the blame for any violence, supporters of the amendment would deserve most, he said. Vice-chancellors would be at even greater risk of being made fools of with Parliament and the courts breathing down their backs, and a flock of visiting politicians set on testing their resolve.

Lord Flowers, vice-chancellor of London University, said the amendment would make the task of university authorities in trying to guarantee freedom of speech within the law less clear and therefore more difficult.

But Baroness Cox said legislation was increasingly urgent. Recent events had shown that violations of free speech were still occurring with alarm.

## State cooks complimented

Pupils at state schools fare much better than those at public schools when it comes to canteen lunches.

They generally get bigger helpings, have more choice and healthier food, according to the 1987 Egon Ronay hotel and restaurant guide published this week.

In most of the public schools visited in a nationwide survey "kitchens were antiquated and equipment outdated, despite the fees. Menus had changed little over the years, there was not a wide choice and servings were sometimes frugal, with juck shops doing a roaring trade."

Although many fee-paying schools welcome the public's inspectors, others, including Eton and Harrow, refused them access, and both the Headmasters' Conference and the Girls' Schools Association declined to have anything to do with the survey.

Egon Ronay's inspectors say there is no excuse for the antiquated kitchens and equipment considering the high fees. "There was a lack of menu planning, much of the food was badly

eating and not much fresh food offered."

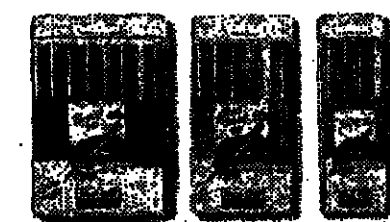
But they do add that fee-paying pupils enjoy very good home baking, too, an excellent choice of traditional puddings and equally good breakfasts.

State school kitchens tended to be clean and much effort was being made to change dietary habits.



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## NEWS

# More grammar school pupils choose college at 16

by Sue Surkes

The proportion of grammar school pupils leaving with only O levels and CSEs and going on to full-time further education has risen, according to new DES statistics.

The numbers of pupils leaving with five or more O levels at grades A to C or CSE grade 1 during the 1984-85 academic year increased by 3.8 per cent compared with the previous year. Of the 42 per cent of leavers with at least one higher grade O level or CSE, 18.4 per cent went on to full-time education in a tertiary or other FE college - a rise of 2.3 per cent on 1983-84.

During the same period, the proportion of grammar school pupils leaving with one or more A levels dropped by 2.2 per cent. Those attempting A levels but not passing them fell by 1.2 per cent.

The statistics could be seen to reflect current trends which suggest increasing numbers of bright grammar school pupils are transferring to tertiary and

other FE colleges to continue their education. Miss Shirley Chapman, deputy secretary of the Secondary Heads Association, would not comment on the figures but suggested that grammar schools were perhaps not as able as they once were to offer a wide range of subjects, including vocational subjects, in the sixth form.

Mr Michael Austin, chairman of the Tertiary Colleges Association, said: "It is certainly the case that increasing numbers of bright 16-year-olds are choosing to continue their education in tertiary college rather than in the sixth form, if tertiary colleges are available."

The DES report is based on a census of practically all school-leavers in England and a more detailed study of a 10 per cent sample.

The document shows that the proportion of maintained sector pupils leaving with higher grade GCE and CSE qualifications rose slightly, in line with the gradual upward trend of

recent years.

The sex divide along subject lines continued. More than twice as many boys as girls achieved one A level or more in mathematics while more than five times as many girls as boys did so in English.

Also persistent were the discrepancies between the north and south of the country and metropolitan and non-metropolitan areas. Only 5.7 per cent of school-leavers in the south-east school with no graded results compared with 11.2 per cent in the north-west. Of those who left West Midlands schools without graded results, 11 per cent were from metropolitan areas and 8.6 per cent from non-metropolitan areas.

Among I.e.s in England, the London Education Authority was worst on percentages of school-leavers without graded results - 22.4 per cent. West Sussex came top of the league for school-leavers with five or more higher grade O levels or CSEs, with 33.5 per

1984-85 SCHOOL-LEAVERS  
Intended Destination on Leaving, and Type of School

| Maintained Schools           |         |                           |       |        |       |        | Independent<br>Schools | All<br>Schools<br>(2) |
|------------------------------|---------|---------------------------|-------|--------|-------|--------|------------------------|-----------------------|
| Compre-<br>hensive           | Grammar | Other<br>Secondary<br>(1) | Total |        |       |        |                        |                       |
| BOYS AND GIRLS               |         |                           |       |        |       |        |                        |                       |
| Numbers (thousands) going to |         |                           |       |        |       |        |                        |                       |
| Degree Courses               | 33.94   | 5.75                      | 0.35  | 40.04  | 14.89 | 54.93  |                        |                       |
| Teacher Training Courses     | 2.32    | 0.30                      | 0.02  | 2.64   | 0.33  | 2.97   |                        |                       |
| Other FE Courses             | 121.17  | 5.82                      | 9.39  | 136.38 | 14.80 | 151.18 |                        |                       |
| Employment (3)               | 386.63  | 7.30                      | 26.47 | 420.40 | 11.73 | 432.13 |                        |                       |
| Not known                    | 84.98   | 1.43                      | 5.11  | 91.52  | 3.88  | 95.40  |                        |                       |
| Total                        | 629.06  | 20.59                     | 41.34 | 690.99 | 46.22 | 737.21 |                        |                       |
| Percentage going to          |         |                           |       |        |       |        |                        |                       |
| Degree Courses               | 5.4     | 27.9                      | 0.8   | 5.8    | 32.5  | 7.4    |                        |                       |
| Teacher Training Courses     | 0.4     | 1.4                       | 0.1   | 0.4    | 0.7   | 0.4    |                        |                       |
| Other FE Courses             | 19.3    | 28.2                      | 22.7  | 19.7   | 32.3  | 20.4   |                        |                       |
| Employment (3)               | 61.5    | 35.5                      | 64.0  | 60.8   | 25.8  | 59.7   |                        |                       |
| Not known                    | 13.5    | 6.9                       | 12.4  | 13.2   | 8.6   | 10.3   |                        |                       |
| BOYS                         |         |                           |       |        |       |        |                        |                       |
| Numbers (thousands) going to |         |                           |       |        |       |        |                        |                       |
| Degree Courses               | 19.44   | 3.14                      | 0.25  | 22.83  | 9.19  | 32.03  |                        |                       |
| Teacher Training Courses     | 0.22    | 0.04                      | 0.00  | 0.26   | 0.02  | 0.28   |                        |                       |
| Other FE Courses             | 48.08   | 2.12                      | 3.32  | 53.52  | 8.24  | 61.76  |                        |                       |
| Employment (3)               | 208.89  | 3.64                      | 14.51 | 227.04 | 7.90  | 234.94 |                        |                       |
| Not known                    | 43.40   | 0.89                      | 3.07  | 47.36  | 2.21  | 49.57  |                        |                       |
| Total                        | 318.00  | 9.83                      | 21.16 | 348.99 | 26.57 | 374.86 |                        |                       |
| Percentage going to          |         |                           |       |        |       |        |                        |                       |
| Degree Courses               | 6.1     | 32.0                      | 1.2   | 6.5    | 36.0  | 8.8    |                        |                       |
| Teacher Training Courses     | 0.1     | 0.4                       | 0.0   | 0.1    | 0.1   | 0.1    |                        |                       |
| Other FE Courses             | 14.5    | 21.6                      | 15.7  | 14.8   | 24.4  | 15.4   |                        |                       |
| Employment (3)               | 65.7    | 37.0                      | 68.8  | 65.1   | 30.9  | 62.7   |                        |                       |
| Not known                    | 13.6    | 9.1                       | 14.5  | 13.6   | 8.7   | 12.2   |                        |                       |
| GIRLS                        |         |                           |       |        |       |        |                        |                       |
| Numbers (thousands) going to |         |                           |       |        |       |        |                        |                       |
| Degree Courses               | 14.50   | 2.61                      | 0.10  | 17.21  | 5.50  | 22.71  |                        |                       |
| Teacher Training Courses     | 2.10    | 0.28                      | 0.02  | 2.38   | 0.30  | 2.68   |                        |                       |
| Other FE Courses             | 75.12   | 3.70                      | 8.07  | 86.89  | 8.36  | 95.25  |                        |                       |
| Employment (3)               | 177.75  | 3.88                      | 11.95 | 193.58 | 3.83  | 197.41 |                        |                       |
| Not known                    | 41.59   | 0.54                      | 2.04  | 44.16  | 1.87  | 46.03  |                        |                       |
| Total                        | 311.06  | 10.76                     | 20.18 | 341.99 | 18.65 | 360.65 |                        |                       |
| Percentage going to          |         |                           |       |        |       |        |                        |                       |
| Degree Courses               | 4.7     | 24.2                      | 0.5   | 5.0    | 28.0  | 6.3    |                        |                       |
| Teacher Training Courses     | 0.7     | 2.4                       | 0.1   | 0.7    | 1.5   | 0.7    |                        |                       |
| Other FE Courses             | 24.1    | 34.3                      | 30.1  | 24.8   | 42.5  | 26.9   |                        |                       |
| Employment (3)               | 57.1    | 34.0                      | 69.2  | 58.5   | 19.5  | 54.6   |                        |                       |
| Not Known                    | 13.4    | 5.0                       | 10.1  | 12.9   | 8.5   | 12.7   |                        |                       |

(1) Secondary Schools not separately classified  
(2) Excluding Special Schools  
(3) Including temporary employment pending entry to full-time further education and other destinations

## Ulster teachers out of work

by Carmel McQuaid

More than one in ten teachers in Northern Ireland are now unemployed, according to the latest figures from the Department of Economic Development.

They show that of the 2,410 teachers on the dole, women outnumber men by three to one with married women most likely to be unemployed.

Teachers in secondary schools, who are declining rapidly, have been most vulnerable with the 854 out of work, from a total of 10,115, of whom 429 are married, 190 single women and 276 men.

Women have been most vulnerable in the primary sector, where 563 out of 662 unemployed are women. In special schools and further education equal numbers of men and women are unemployed.

Belfast, where nearly 25 per cent of the jobs are concentrated, has the highest unemployment rate.

Mr Tom McKee, the secretary of the NAS/ITW, warned that the situation is worse than the figures indicate, because they do not include teachers who have been dismissed unemployment benefits.

"We regard our unemployed teachers as the most expensively trained staff in the EEC," he said.

## Appeal rejected

De La Salle College in Manchester has lost its appeal against closure.

The college will close in July 1989 but many of the advanced further education courses could be transferred to the pool Institute of Higher Education from September 1987.

The college appealed to Sir Keith Joseph, former Education Secretary, following the threat of closure in May. But his successor, Mr Kenneth Baker, has rejected the appeal.

He said he had carefully considered all the issues - including the need for teachers at Catholic schools in the region - and that the balance of arguments set out by Sir Keith was maintained.



Rookie cook: a student chef tries his hand at pastry-making at the new purpose-built hotel and catering block at Merton College, London, which opened last month.

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Amanda Sporne: practical lessons in photosynthesis.

Julia Hagedorn takes a woodland walk that is designed to open children's eyes, ears and noses to the natural world

## A forest clearing for the senses

If you go down to the woods next year, you're sure of a big surprise. For, starting in May, the woods, or in this case 300 acres of Ashdown Forest, East Sussex will be the setting for a series of activities designed to help primary school children tune in to their environment. They will be crawling through a ginn oak leaf to see how photosynthesis works, pretending to be squirrels gathering nuts, and pouring water over each other to learn about drought.

The five-day course is modelled on an American programme called Earth Education (or, sometimes, acclimation). It is being introduced to Britain at Hindleap Warren in Ashdown Forest, a country base of the London Federation of Boys' Clubs which is also visited by school parties and YTS groups.

And last week the organizers gave teachers and advisers a taste of the experiences that will be available to pupils next year.

Earth Education exponents such as Peter Dennett, who is running the course with Amanda Sporne, believe that children must be helped to build up a relationship with their natural surroundings if they are to gain an understanding of how the world works. The aim is to change children's

behaviour towards their environment by bombarding their senses - through what are called "earth walks" - and by teaching ecological concepts through a series of activities based at "concept stations" in the forest.

Peter Dennett says: "We hope to share the countryside with children and to illustrate and reinforce certain key concepts by which the earth works".

Even the log-cabin bedrooms of the boys' club centre play their part in this process. They are papered with notices that ask questions: "How many trees were used to build this room?" and give information: "This is part of the water cycle" (over the basin) or "This is an air conditioner at work" (by the indoor plant). Each room also has a photograph of an endangered or rare animal with a story attached for children to read and ponder on.

When children arrive at Hindleap they will be issued with a passport that exhorts them to be good stewards of the earth.

Their days will then be spent in a mixture of Earth walks and "concept pathway walks" with a brief day off for a bit of fantasy, courtesy of Winnie the Pooh, who was a famous local resident.

The Earth walks are designed to

"generate a sense of awe and wonder." They do this by teaching children to use their eyes, ears and noses to examine the workings of nature very closely. In one walk, children will be told to find different leaves which will be their ticket to a slide show. They will then be led to a clearing where they will examine the leaves under enlargers to compare the different vein patterns and colours.

### Every child on the course will be exhorted to become a good steward of the Earth

In another activity, participants make a "cocktail" of smells by mixing together earth, leaves and mould in a paper cup. They then smell each other's cocktails which, surprisingly, turned out to be very different in the children's trial run.

Or they become giants and leprechauns, viewing the world from high up in a tree and from low down on their stomachs. They hold up mirrors to the sky and they bend low to probe crevices in rotten logs. And they learn what darkness is really like when they

go on a night-walk without the benefit of street lighting.

The concept pathways identify seven major concepts: energy flow, cycles, diversity, community, inter-relationships, change and adaptation. In adaptation, for example, each child puts on a pair of thumbless gloves and finds out how difficult it is to eat peanuts. The most successful "squirrels" are those who adapt most quickly to a new food gathering technique.

Children are taught about the community by coming across an area in the forest which is due to be "developed" as a new town. They learn that the land is already developed - by a community of plants and animals who are acting as waste disposers, food providers and population controllers. They must then make out a case to the prospective developers showing the possible destruction of a thriving community.

Near the end of the course, the children will get together to identify a bad habit they may have - wussing electricity or littering the streets - with a promise to try to change their ways when they return home.

"It's a long road," Peter Dennett says. "Children litter so naturally, but we are trying to present them with the facts so that they know when they are doing something ecologically un-



Peter Burton, an adviser with East Sussex, sniffs a "cocktail" of ecological

sound. The quality of life is diminished by turning off the tap when you leave the room. It's a sound ecological principle."

Nick Hulson, who is in charge of environmental studies at North Hove primary school and one of the teachers testing the course last week, said that the Earth Education approach was one of the most exciting environmental programmes he had met. "It's a way of getting children involved and feeling a sense of ownership. And it's truly cross-curricular, taking in science, biology, geography, writing and art, as well as observation and deduction."

The Woodpecker Council, set up in May, 1978, and will on 10th pupils, £30 per staff member, 10 introductory year. Further details from Hindleap Warren, Barnard Castle, North Yorkshire, YO10 3JL, or Forest Row, Sussex RH18 5JS, or 0342 82 2625.

### Primary Index

Word processing  
Heads under fire  
Children's literature  
TV: The worst witch

### Free booklet

Parents in Somerset are to be sent a free booklet which explains exactly what goes on in infant and junior schools. Produced by the education authority with help from the National Westminster Bank, the booklet provides a checklist of all classroom activities and gives details about governors' meetings and the responsibilities of the headmaster.

What did you do at school today? Nothing much - a handbook about primary education for parents, available from Somerset County Council.

### Extra cash

Staffordshire County Council plans to inject an extra £3.5 million in the education budget next year. Some of the money will be spent on providing another 40 teachers in primary schools and for appointing 30 extra support social workers to deal with cases of child abuse.

### Schools merger

A proposal to amalgamate Greenwood primary and Alton primary in Macclesfield has been passed by the education committee. A new 3 to 5 year school is to be established on the joint site shared by the two schools. Parents have until April next year to put their views.



Seven pupils from Laycock primary school in Islington, London, exercise their theatrical talents after being chosen to appear in the English National Opera's production of Verdi's *Aida* at the London Coliseum. The children were picked as a result of the school's long-standing links with the Coliseum.

James Meikle sets the scene for this weekend's crucial negotiations at Nottingham. Overleaf, *TES* reporters assess reaction to the Baker package, weigh up its implications for rate rises, and report the resumption of union hostilities

## Little room for manoeuvre

The Government has sent details of its pay package for teachers direct to schools before union negotiators and local authority employers try to agree a counter-deal at Nottingham this weekend.

Prospects of an alternative acceptable to the Cabinet being cobbled together faded further as the Education Secretary, Mr Kenneth Baker, ruled out major changes to his proposals on pay, which offer increases amounting to 16.4 per cent over 18 months in return for unambiguous contracts which would guarantee cover for absent staff, appraisal and more managerial powers for headteachers.

He has left the unions and local authorities little room for manoeuvre by insisting that the Government will only provide money for a structure that resembles his hierarchical arrangements with widened differentials.

Even if the Nottingham negotiators felt able to erect a new superstructure over the flat collegiate approach agreed in principle at Coventry in the summer, teachers could not agree to reduce the £14,500 maximum of the Main Professional Grade - which would be necessary for Government support. And they would then have the difficult task of convincing the public that their alternative was worth fighting for.

Mr Baker, who is said to have assured employers' leaders that the Opposition he would not intervene before the Nottingham talks, hopes his hard-sell of the attractive-sounding package will override anger at his move and his determination to replace the Burnham negotiating machinery with an interim advisory committee whose powers and constitution still have to be settled.

The local authority package for Nottingham has been met with opposition from many teachers but it does at least hold out the prospect of another pay rise in April 1987 - which is ruled out by the Baker proposals. The Secretary of State made his public move under pressure from the Cabinet.

Treasury ministers were horrified by the cost of the Main inquiry recommendations for Scotland - a 16.4 per cent increase at one go from October 1 to April 1988.

They complained at the impact of a similar-sized deal in England and Wales - both on public spending and on the financial markets.

Mr Baker and the Scottish Secretary, Mr Malcolm Rifkind, argued that a staggered deal was possible - large enough to interest teachers but small enough not to wreck the Government's economic plans.

In return, Mr Baker had to offer the carrot and wield the stick and take personal attacks from both teachers and local authorities. He is gambling that the result of intervention, which may have to be enshrined in law, will be short-term discontent rather than drawn-out widespread disruption by a teaching force, reunited in opposition.

Some strikes are expected if the Nottingham talks collapse or they fail to satisfy the Government, which will try to ride out the storm.

Mr Baker says he did not want Nottingham to continue in a "world of fantasy". The timing of his intervention was governed, he says, by the need to let the local authorities hear details of their rate support grant.

He is at pains to point out that he is offering more than is laid out in Nottingham. His proposals will cost £2.5 billion over four years (twice what his predecessor, Sir Keith Joseph, offered 14 months ago) and £3 billion over five years. The package on the table at Nottingham would cost about £2.4 billion over five years.

He is sounding intransigent especially over duties and cover, but he may be persuaded to be flexible on the seemingly non-negotiable 19 points he wants included in every teacher's contract of employment.

Mr Baker is keen not to look as if he is putting the negotiators in a straitjacket and may be happy if the same demands were met

from a simpler list of general duties backed up by detailed individual job descriptions. He admits that not all teachers will be required to carry out all duties in the present list but wants "uninterrupted well-being" in schools.

Mr Baker has made no statement on conditions such as class-size, or non-contact time, or no cover limits - but all of those would have to be paid for by the local authorities.

The employers have done nothing to increase prospects of peace by offering few improvements to the original framework agreed by all but the National Association of Schoolmasters/Union of Women Teachers at Coventry in July.

They want the same contract as Mr Baker does and to do away with separate special school allowances. They have so far disappointed optimists on cover limits and conditions in primary schools, where they say they are hampered by recruitment problems.

However, the employers' leader, Mr John Pearman, and Mr Doug McAvoy, the deputy general secretary of the National Union of Teachers, also angered some other participants in the talks by dismissing the Baker pay proposals out of hand.

They say an agreement at Nottingham is still possible but the consequences of failure in terms of industrial action are uncertain. The unions are under no illusions about the difficulties facing them if the Government transforms the matter into a "domestic Falklands".

The NAS/UNT general secretary, Mr Fred Smithies, has already employed the likely language of protest, when addressing his own members. "Pay levels can be imposed," he said. "Contractual requirements can be imposed," he said. "What cannot be secured through legislation is your co-operation and enthusiasm."



Lobby correspondents: employers' leader John Pearman and the NUT's Doug McAvoy at Coventry

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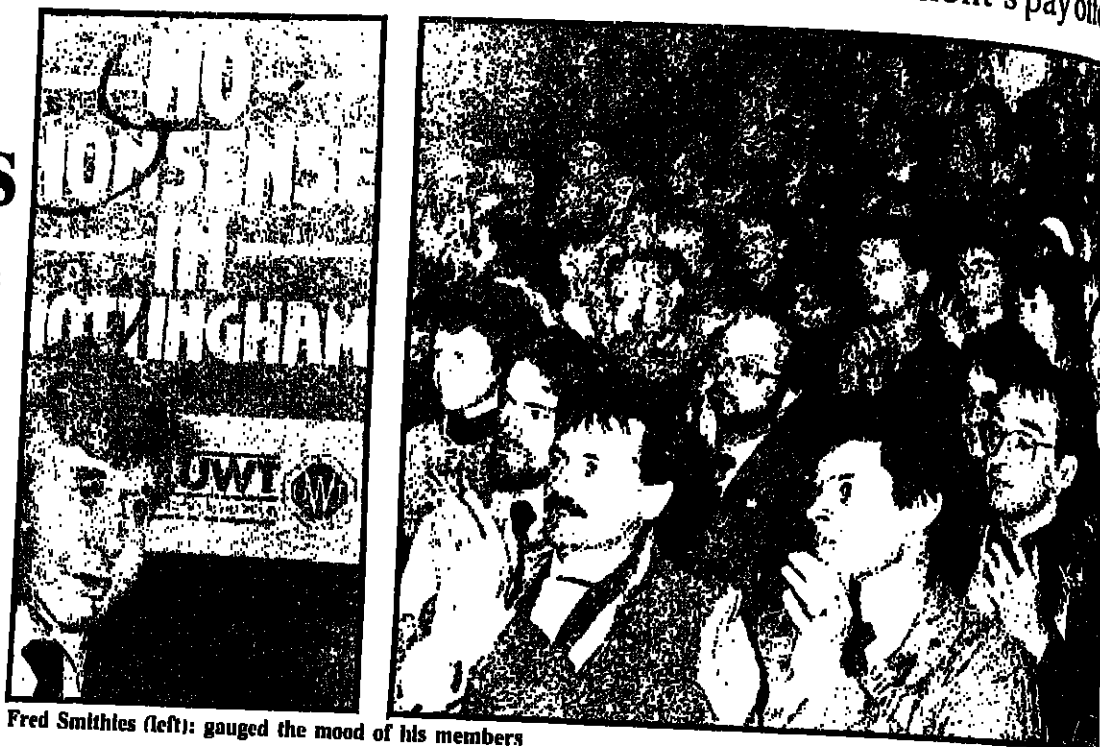


TES staff report on a week of renewed teachers' action and analyse the Government's pay offer

## What the DES package proposes

| Teachers' pay from October 1987 |            |                 |                |            |                 |
|---------------------------------|------------|-----------------|----------------|------------|-----------------|
| Present salary                  | New salary | Per cent change | Present salary | New salary | Per cent change |
| <b>Scales 1 and 2</b>           |            |                 |                |            |                 |
| 6423                            | 7600       | 18.3            | 11349          | 13500      | 19.0            |
| 6898                            | 7800       | 13.5            | 11778          | 13500      | 15.0            |
| 7107                            | 7900       | 11.2            | 12201          | 13500      | 11.4            |
| 7302                            | 7900       | 7.6             | 12627          | 13500      | 6.9             |
| 7580                            | 8200       | 8.7             | 13053          | 13500      | 3.4             |
| 7824                            | 8500       | 8.6             | 14151          | 13500      | -4.6            |
| 8085                            | 8900       | 13.8            | 14838          | 13500      | -9.0            |
| 8364                            | 9200       | 15.8            | 15330          | 13500      | -11.7           |
| 8637                            | 10000      | 12.2            |                |            |                 |
| 8910                            | 10800      | 13.7            |                |            |                 |
| 9204                            | 11400      | 16.3            |                |            |                 |
| 9501                            | 11700      | 22.3            |                |            |                 |
| 9804                            | 11700      | 27.1            |                |            |                 |
| 10170                           | 12300      | 23.1            |                |            |                 |
| 10533                           | 12300      | 25.6            |                |            |                 |
| 10986                           | 12900      | 20.9            |                |            |                 |
| 11349                           | 13600      | 22.5            |                |            |                 |
| 11778                           | 13800      | 23.8            |                |            |                 |
| 12201                           | 13800      | 18.6            |                |            |                 |
| 12627                           | 14500      | 14.8            |                |            |                 |
| <b>Scale 3</b>                  |            |                 |                |            |                 |
| 8910                            | 10900      | 22.3            | 15288          | 18000      | 17.7            |
| 9204                            | 11700      | 27.1            | 16186          | 18000      | 11.7            |
| 9501                            | 11700      | 23.1            | 16829          | 18000      | 6.7             |
| 9804                            | 12300      | 25.6            | 17820          | 18000      | 1.1             |
| 10170                           | 12300      | 20.9            | 18324          | 18000      | -1.8            |
| 10533                           | 12900      | 22.5            | 19104          | 18000      | -6.3            |
| 10986                           | 13600      | 23.8            |                |            |                 |
| 11349                           | 13800      | 18.6            |                |            |                 |
| 11778                           | 13800      | 15.5            |                |            |                 |
| 12201                           | 14500      | 14.8            |                |            |                 |
| <b>Scale 4</b>                  |            |                 |                |            |                 |
| 10533                           | 14800      | 40.5            | 18238          | 17750      | -2.5            |
| 10986                           | 15600      | 41.1            | 17148          | 19000      | 10.5            |
| 11349                           | 15600      | 38.6            | 18273          | 20000      | 9.3             |
| 11778                           | 15600      | 31.6            | 19587          | 21250      | 8.3             |
| 12201                           | 15600      | 27.0            | 20788          | 22750      | 7.2             |
| 12627                           | 15600      | 22.8            | 22332          | 24250      | 6.7             |
| 13053                           | 15600      | 18.7            | 23700          | 26000      | 7.6             |
| 13586                           | 15600      | 13.5            | 24903          | 27750      | 7.1             |
| 14151                           | 16600      | 16.6            | 26259          | 28000      | 0.9             |

Two levels of allowance are proposed for each of Scales 3 and 4 and Senior Teacher. In general, teachers below the top of scale would be assimilated to the lower allowance and those on the top of scale to the higher one.



Fred Smithies (left): gauged the mood of his members

## NAS/UWT 'general' rallies his foot-soldiers

by James Meikle

Thousands of pupils sent home, some schools closed entirely. It seemed the same old story as the National Association of Schoolmasters/Union of Women Teachers staged their half-day strikes this week.

A handful of local authorities - Cornwall, Dorset, Hampshire, North Yorkshire, and West Sussex - thwarted the union's plans by obtaining High Court injunctions, but they may face disruption when ballots have been held on the NAS/UWT's strike instruction.

The union's leaders say more strikes are probable and this week's placard slogans "Restore Houghton", "Say No to Coventry", "No Nonsense in Nottingham" - suggested that their members are equally militant.

Indeed, the union's general secretary, Fred Smithies, adopting his usual "reasonable but resolute" stance, gauged well the mood of members who attended a troop-stirring rally in London on Monday. He even managed to increase the pay demand from 34 per cent (restoration of Houghton) to 50 per cent to take account of the longer working day that was wanted by both the employers and local authorities and the Secretary of State for Education.

Mr Smithies managed to sound like a generous, but finally exasperated banker, who wanted to call in the loans he and his staff had made to the great British public by working for them so cheaply.

The grassroots NAS/UWT members also showed no sign of the pacifism of the building's Quaker owners. Asked if talks with the employers collapsed and the Government tried to impose a

settlement, one member said: "We would be very unhappy about it, but that doesn't mean we wouldn't do it". A number of teachers at the meeting knew little about the Kenneth Baker package, and some of those that did recognized its short-term attractions compared to the Coventry/Nottingham proposals. But nearly all believed their union should say "no" to Baker as readily as they should say "no" to the employers' offers.

The demands on contract were, according to Scale 1 teacher Ann O'Brien, "either so vague anything can be interpreted, or so restrictive as to be unfair to ask of my teachers". There was suspicion still among teachers that promotion and better pay would come either through a payment-by-results appraisal system or through patronage - by the local authority, governors or head - rather than ability.

Mr Andrew Hughes, head of business studies at North Westminster Community School, voiced his frustration that his pay, boosted to about £13,500 with his evening adult education earnings, was lower than that of "people I taught. A level business studies to two or three years ago."

He admitted that they had special skills that had won them jobs in the financial futures market or in stockbrokers' offices but wondered why his teaching skills could not also be recognized.

NAS/UWT leaders are annoyed with hostile press coverage of their pre-Nottingham strikes, saying accusations that the union is on a recruitment drive are misguided. Unions lose members in industrial action, they complain. Yet one school representative re-

ported significant gains in membership following the hostile reaction NAS/UWT gave the Coventry proposals in July. Union membership at the 66 teacher Bullers Wood School in Chislehurst, Kent, rose from 12 to 17, "the biggest recruitment drive we have ever had," said Miss Erica Pinner.

An assertion that National Union of Teachers colleagues from London had joined the rally in defiance of their union's wishes was greeted with a resounding ovation. But senior NAS/UWT officers later admitted that they did not know if the NUT dissidents had actually turned up.

Members were sent home with more recruitment forms and exhortations for more staffroom pressure on teachers from other unions to tell their negotiating teams that they should be no surrender this weekend. But there was a sombre warning from Mr Smithies too. This was no longer just another pay dispute. The teachers risked losing all hope of pay restoration unless they stood up to the Government this time.

Mr Smithies complained, in a manner that must have sounded familiar to those who remember the odium shed on Sir Keith Joseph in previous skirmishes in this long pay battle, "The Secretary of State who really ruined the education service, then he can resort to his legislation."

But Mr Smithies was honest enough to admit that his union had failed to persuade parents that this week's strikes were absolutely necessary to improve the slim possibility of settlement at Nottingham.

## Strikes strain parent-teacher pact

by Jeremy Sutcliffe

Parents' leaders have severely criticized the NAS/UWT for going ahead with this week's strikes and for refusing to join in the Nottingham talks.

"We cannot see any valid reason for this action while negotiations are still proceeding," said Mr James Hamilton, deputy general secretary of the National Confederation of Parent-Teacher Associations.

The action has put a strain on the pact formed between the teachers' unions and the country's main parent bodies in the summer. The aim was to campaign for better pay for teachers, but for improvements in school buildings, books and equipment, while the

acronym PARENTS - Put Additional Resources into Education Now for Today's Schoolchildren.

Mr Hamilton said the pact would continue but added that "where we are not in agreement we have got to say so."

Leaders of both the NCPTA and the other main parent body, the Campaign for the Advancement of State Education, are now bracing themselves for a major confrontation between the teachers and Mr Kenneth Baker, the Education Secretary.

They are worried that Mr Baker's threat to impose a settlement, if the unions and the employers fail to reach

an acceptable agreement at Nottingham this weekend, will provoke industrial action.

Mrs Joan Salis, chairman of CASE, said Mr Baker's statement amounted to "negotiation by threat".

"His statement does not sound like it comes from someone who wants peace to come by negotiation. To have made it now seems to make it very hard for peace to come - although we still live in hope. The week before a major negotiation is not the time to threaten, but unfortunately that has been the Government tactic right through the dispute."

## Points Baker would like to enforce

Both Mr Baker and the local authorities insist a 19-point contract for teachers must emerge from the agreement. They want teachers to agree contractually to:

- Plan, prepare, determine and review as necessary personal teaching methods and work programmes;
- Teach and ensure the discipline and safety of assigned timetabled classes and groups, with the different educational needs of pupils in mind;
- Set, mark and record pupils' work;
- Promote the general progress and welfare of a class or group of pupils, and provide initial guidance or counselling on educational, social and career matters;
- Assess and record pupils' personal and social needs, development, progress and attainment, provide or contribute to oral or written assessments and reports on individual pupils and groups;
- Contribute to and participate in formal performance appraisal and review, team planning, self-evaluation, in-service training and professional development in assigned areas of the curriculum, and pastoral arrangements;
- Advise and co-operate with colleagues on teaching programmes, methods, equipment and materials within assigned areas of the curriculum;
- Co-operate with appropriate specialist agencies and other appropriate outside bodies;
- Ensure the safety and good order of pupils by carrying out an appropriate duty of supervision on pupils' arrival at and departure from school, on disposal and assembly at the beginning and end of the midday break, whenever pupils are authorized to be on school premises - with the exception of the midday break - and elsewhere when pupils are the responsibility of the school;
- Consult and liaise with parents, attending meetings arranged for that purpose;
- Participate in staff meetings and activities;
- Undertake an appropriate share of the collective staff responsibility to substitute for an absent colleague, within limits as agreed;
- Carry out an appropriate share of such administrative and organizational tasks as flow naturally from the above duties;
- Take part in arrangements for presenting pupils in public examinations, and contribute expertise to the preparation and development of courses of study and teaching materials in response to changes in public examinations.

Contributions as required to the appointment, induction, professional development and assessment of junior colleagues, including new entrants to teaching;

□ Co-ordinate the work of other teachers, as required, taking a leading professional role in the review, development and management of assigned curricular, pastoral or organizational activities;

□ Supervise ancillary staff where designated to do so;

□ Order and allocate appropriate equipment and materials;

□ Carry out other such related duties and responsibilities at the school as may reasonably be allocated, as need arises, by the headteachers.

Mr Baker says duties, particularly cover, must be included in enforceable contracts.

### Conditions

Mr Baker agrees with employers that teachers can be directed for 1,300 hours a year over 195 days, allowing five days outside normal school terms for training and other purposes.

Other matters are left to employers and teachers.

The employers are suggesting: Cover and non-contact time in secondary schools: teachers should have at least five periods a week away from timetabled classes. Some of these may have to be given up to cover for colleagues. Only two such non-contact periods shall be protected from cover, except in emergency when the teachers can claim time back. Up to 185 hours a year shall be used for activities such as staff meetings, parents' meetings, appraisal and school-based in-service training.

The employers are still hoping to make proposals for primary schools but say shortage of teachers is causing difficulties.



Kenneth Baker: seeking a 19-point contract

### PAY: WHAT'S ON THE TABLE

| Local authorities - Coventry/Nottingham (still negotiable)                                                                                                                            | Baker's offer (not negotiable)                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| New structure introduced in January 1987. Next pay award due April 1987. Changes start with £750 in pay award until April 1988. Rises - 1987-88, 6.8 per cent; 1988-89, 6.8 per cent. | New scales in by October 1987 but some promoted posts introduced in three years up to 1990. No further pay award until April 1988. Rises - January 1987, 8.2 per cent; October 1987, 8.2 per cent. |
| Entry grade - two years £7,600, £8,000. Main Professional Grade - £14,500 (12 years from top to bottom). Mature new entrants could start as high as £10,400.                          | Basic nine-point scale from £7,600 to £12,700. Teachers with good entry qualifications could reach maximum in six years.                                                                           |
| Percentage of promoted posts - including heads and deputies - at least 30 per cent of all teachers.                                                                                   | Promoted posts - 40 per cent in primary schools, 30 per cent in secondary schools.                                                                                                                 |
| Principal teachers. At least 17.5 per cent of all teachers - receiving payments of £760, or £2,000.                                                                                   | Five extra allowances for promoted teachers - £900, £1,800, £2,800, (all schools), £3,800 and £4,800 (secondary only).                                                                             |
| Heads and deputies - heads from £16,500 to £26,500; deputies from £14,750 to £21,250.                                                                                                 | Heads from £15,600 to £30,500; deputies from £14,750 to £22,250.                                                                                                                                   |
| Cost of package - £2.4 billion over five financial years.                                                                                                                             | More than £3 billion over five years.                                                                                                                                                              |

The Government outlines its ideal package and proposes ways to fund it

## How rise affects rates bill

The Government's pay package for teachers would increase rate bills by between 2 and 4 per cent.

The proposals would cost £119 million this year, £490 million in 1987-88 and more than £3.6 billion over five years.

Block grants to local education authorities would account for £56 million of the extra money needed this year, with £200 million being found by the Government next year. The rest of the cash would have to be raised through rates.

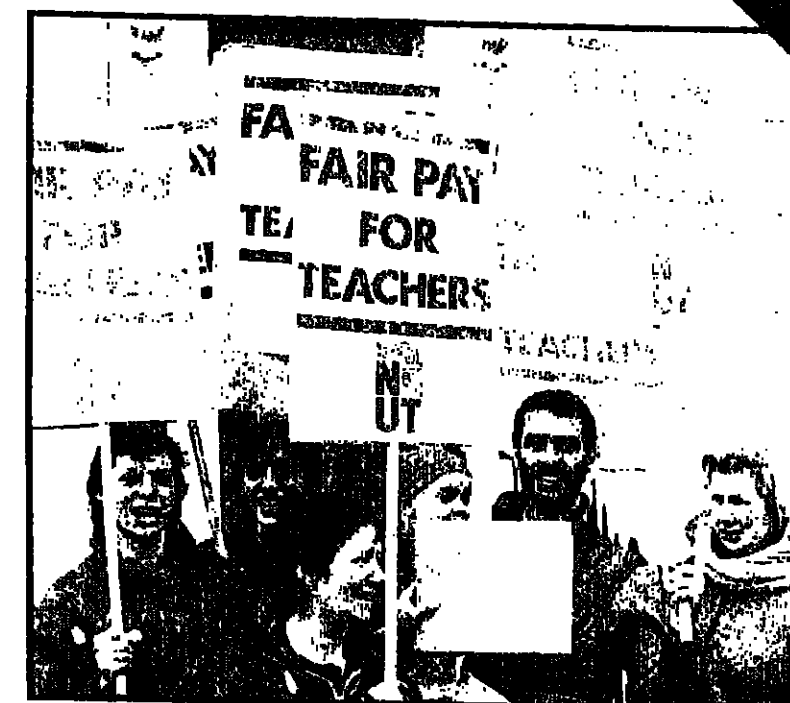
There will be no money to help the Inner London Education Authority this year. The ILEA gets no block grant and the Government will have to find the "money" authority will have to find the money from its own budget. Arrangements for next year are still under consideration.

The Government has also made clear that the strings-attached but generous-sounding offer will not be a precedent for other public sector workers to try to follow.

Mr Kenneth Baker, presenting the package to the House of Commons, said the Government was prepared to write "a very substantial cheque" that was only justifiable by restructuring the profession in a way that would recruit, retain and motivate teachers and fundamentally change their terms and conditions.

The proposals, including rises already awarded, would give teachers an average 25 per cent rise over the two years to October 1987.

"In broad averages, the pay of a school teacher now is £11,150. By January 1, 1987, the average will be made up to £12,060. By October 1 next year, it will be up to almost £13,000," said Mr Baker.



The proposals would raise the average pay to almost £13,000 by next October.

He insisted that all 19 elements suggested for a teacher's contract were "absolutely necessary" and they would have to be agreed before any money was paid.

The Burnham pay negotiating machinery would be scrapped through a repeal of the 1965 Remuneration of Teachers Act. New negotiating machinery would involve an interim committee to advise the Secretary of State for Education on conditions of service and the distribution of pay "within the resources available at the appropriate time".

Mr Baker denied a suggestion from Labour education spokesman Mr Giles Radice that he was undermining negotiations between employers and teachers and that the threat of an imposed solution "scuppers the prospects for lasting peace in our schools".

"I have not derailed Nottingham. I have provided a solid framework for the negotiators..."

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THE TIMES (25p)



## NEWS

## Planting seedcorn in a garden city



Computer consultant Nick Pice (right) will be advising staff in six schools

A pioneering scheme to prepare schoolchildren in a Hertfordshire town for the 21st century is being supported by both maintained and private sector schools.

In a project funded largely by industry, commerce and charitable trusts, a dozen extra teachers and 103 computers have been provided for all six secondary schools in Letchworth Garden City at a cost of £330,000.

Children at the town's four comprehensive and two private schools will be taking part in the scheme which faces a three-and-a-half-year independent assessment. Education 2000, the charitable trust which initiated the project, hopes this will convince the Government of the need to implement its methods nationwide.

Letchworth, the world's first garden city, was chosen for the experiment because of its corporation's efforts to develop industry/schools liaison.

In turn, the corporation – not a local authority, but the statutory inheritors of the 4,500-acre Letchworth town and country estate – has provided offices and other services for the trust, and become its major sponsor.

Other sponsors have followed from industry, commerce and charitable trusts, and after a year of preparation the trust has embarked on a programme which will cost nearly £400,000 this year. The Manpower Services Commission has contributed to staff training costs through its TVEI-related in-service training programme.

Last week an extra 103 computers arrived in the town to supplement the 60 provided by local resources. Over the next two years it is intended to provide a further 400 machines, eventually giving an unprecedented ratio of one computer to every seven pupils.

"Education 2000 is about preparing staff to implement curricular change,"

## Jon Gornall reports on a project designed to help Hertfordshire children come to terms with the technological revolution

said John Abbott, one-time head of Alkne's School, Stevenage, and now director of the trust. "By creating a technologically-rich environment we expect to see a considerable increase in pupil motivation, and a growing sense of responsibility for managing and developing their own learning."

The first pupils to benefit will be the present first-formers. Nine of the extra teachers recruited are providing cover so that all teachers working with first-year pupils can be trained in the use of word-processing and other forms of information technology. Each school already has its own information technology coordinator and there is a rising schools consultant for computer-based education – paid for jointly by the six schools.

Most of the new computers will initially be installed in teachers' homes – rather than schools – so that they can become familiar with them.

The project is also seeking, through an extensive programme of short secondments, to broaden teachers' understanding of a wide variety of jobs in industry and commerce. And there are plans to develop a continuous retraining scheme for all staff in secondary schools which the trust believes should represent about 10 per cent of each teachers' time.

An ambitious but highly necessary objective if the teaching force is to provide an education appropriate to the needs of the 21st century," said Mr Abbott.

## APU calls for more practical science

by Ian Nash

Secondary school pupils under-achieve in science because they are given little opportunity to plan investigations, according to a report from the Assessment of Performance Unit.

Four surveys on science at the age of 11 show consistently that of 18 possible classroom activities, least emphasis was put on planning, controlling variables and making decisions about designing and recording an investigation.

Much higher priority was given to careful observation, note-taking, recording, following instructions and paying attention to demonstrations.

The APU says more attention should be given to the skills of thinking ahead, using past experience and discussing investigations which the pupils have carried out.

"There is no suggestion that greater emphasis on planning should divert the focus of science work from practical activity; rather the evidence points to

making more use of practical investigations to encourage children to think as well as do."

Implicit in the report is the need to pursue the primary school model of science in the early years of secondary school, which generally allows for greater experimentation and a more open-ended approach.

Pupils were found to be good at setting up an investigation, but were less clear about how to measure and make sense of the data obtained.

By comparison, when carrying out experiments, they lacked precision in the use of results to draw conclusions, but they were enthusiastic and had a systematic approach to the work.

Planning Scientific Investigations at 11: Association for Science Education, College Lane, Hatfield, Hertfordshire AL10 9AA, price £1.

## NUT boosts 4-term idea

by James Meikle

The campaign to replace the three-term school year with a four-term system has been given a significant boost by the National Union of Teachers.

The union says there are sound educational grounds for regarding the present arrangements as out of date. Pupils and teachers can become jaded. A working party says in a consultation paper.

The proposals for four terms of near equal length will not be discussed by the union executive until early in the New Year, after the membership has had a chance to comment.

However, other teacher organizations, and representatives of the independent sector are meeting the education next month to consider how public exams could be organized under a four-term system.

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● **DIFFERENT WORLDS:** racism and discrimination in Britain (revised updated edition - JUST PUBLISHED). £2.50 Please add 15% for p&p.

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Details about subscriptions and other publications, and payments to Box T, Runnymede Trust, 178 North Gower Street, London NW1 2NS.

THE RUNNYMEDE TRUST

## Foreign students complain of racial maltreatment

One in four overseas students complain of maltreatment at some time during their studies because of race or nationality.

Africans and Asians suffer worst – with 35 per cent of Hong Kong students and 32 per cent of Nigerians complaining.

A survey, *Overseas Students and their Place of Study*, prepared by the Department of Economic, Administrative and Policy Studies at the University of London Institute of Education, examines the academic and financial situation of overseas students in Britain since full-cost fees were introduced five years ago.

It shows a significant shift in the origin of overseas students, with a substantial fall in numbers from Malaysia, now replaced by Hong Kong as the main country of origin. EEC countries are now firmly established in the top 12.

About three-quarters of the 1,760 students questioned said they had sufficient income, and under 10 per cent experienced serious financial problems. Loneliness and homesickness were widespread.

Responses from 187 universities, polytechnics and colleges showed an increasing financial reliance on overseas student fees; in universities those account for between 5 and 10 per cent of income.

*Overseas Students and their Place of Study 1985*, published by the Overseas Students Trust, 177 Vauxhall Bridge Road, London SW1V 1ER.



Africans and Asians suffer worst.

● The number of foreign students studying in Britain rose slightly to 55,000 in 1984, halting the downward trend which began in 1978, according to the Department of Education and Science.

In further education, however, numbers dropped by 6 per cent.

Three out of four overseas students are still men, although the proportion of women students increased to 27 per cent. Engineering and technology are still the most popular subjects with overseas students.

## Doctors' prescription praised

One of Britain's top industrial engineers has called for a broad-based education system for all up to 16 years, with no distinction between education and training.

Professor Bernard Crossland, former pro-vice-chancellor of Queen's College, Belfast, said in his presidential address to the Institute of Mechanical Engineers that it was time to stop examining the problems of secondary schools and take "urgent, sustained action".

He urged educationalists to "learn from the medical profession" where education and training were "indivisible". There was also a need for a much broader education system up to 16 years, he said.

Professor Crossland criticized industry for blaming schools for its decline. "It is no good industry grumbling about the quality of engineers if they are not prepared to provide the training needed, in conjunction with institutions of higher education," he said.

## IN BRIEF

## Help for deaf

The British Deaf Association has launched a £1 million fund-raising appeal called "Signing your Support" to meet the needs of families with deaf members. Part of the money raised will go towards providing educational support for deaf youngsters in special schools.

## Fare imposed

Despite a parental outcry, children living less than three miles from school in Cheshire will now have to pay 10 pence per journey to use school buses. The new regulation is part of the authority's cost-cutting exercise and is likely to yield savings of over £100,000 from the county's school transport bill.

## Satellite link

Five sixth-formers from Alan School in Mold, Chwyd, have won an imaginary multi-million pound contract from British Telecom for their computer entry to design a telecommunications link between London and Amsterdam using satellite microwave technology. They beat 19 other school teams in national finals of Telecom Link, a Industry Year contest sponsored by the Institution of Electrical Engineers in conjunction with BT.

## Print presses on

Printing colleges reported a 50 per cent increase in the number of skills leavers on courses this year as a result of the Manpower Services Commission funding training schemes. Over 1,200 trainees, 590 were on NCF grants.

## Mendips Centre

The Further Education Staff College's new management training centre for staff in colleges, polytechnics, local education authorities and governors will be opened in the Mendips on Thursday, November 13, by the Angela Rumbold, Minister of State for Education.

## Career prospects

Cheshire County Council's career service is sending a booklet to the parents of 15,000 secondary school pupils detailing the educational, vocational and training opportunities available in each of the county's six education districts.

## Primary survey

A questionnaire has been distributed in the first issue of E. J. Arnold's *Primary Focus* to all UK primary schools. The aim is to investigate topics as why so few men are in the profession and whether parents or teacher apathy is the greatest barrier to young children's education. The results will be published next January.

## CPVE notes

A critical evaluation of the Certificate of Pre-Vocational Education (CPVE) is contained in the published proceedings of a one-day joint schools/universities conference in Hertfordshire. Copies are available, price £2, from Mr Stephen Jakubowski, Principal Lecturer in Business Studies, De Montfort College, The Campus, Weymouth, Dorset, DT98 3AH.

## Pack for jobless

A series of practical guides to help people cope with unemployment has been produced by the Open University for the Government's unemployment retraining programme REPLAN.

The complete study pack costs £15, but is available for £5 to the unemployed or people on the Youth Training Scheme, employed on a Community Programme project.

Further details from the Open University or REPLAN, Room 216, Department of Education and Science, Whitehall House, York Road, London SE1 7PH.

## Computer bus

Two new technology buses have been equipped as mobile classrooms at a cost of £60,000 to provide all primary schools and colleges with facilities for lessons in computer-aided design, manufacturing and marketing.

## SCHOOL TO WORK

TVEI expert describes inner conflicts in pre-vocational education curriculum

## Rely on skills and lose control, schools warned

A leading authority on pre-vocational education is urging schools to resist pressure to base their whole curriculum on the teaching of specified skills. He warns that it will open the way to external direction of what is taught.

Professor Richard Pring, of Exeter University's education department, told an audience of educators and industrialists last week that the skills-based approach to curriculum development represented a shift away from responding to student needs towards a much more mechanistic and externally controlled concept.

"It is part of a view of education in which outsiders – employers, Government departments, and course planners – establish in detail exactly what should be taught, what the behavioural outcomes should be, and how, precisely, these should be assessed," he claimed.

There was an important place in schools for the teaching of skills to enable students to do what they needed or wanted to do more effectively, but the concept was "hopelessly overblown" as a basis for curriculum planning, with a great deal of confusion about what constituted a basic or generic skill.

Professor Pring made his attack on the skills-based approach in the course of delivering this year's Stanley lecture to the Royal Society of Arts, in which he surveyed the current consequences of Prime Minister James Callaghan's call 10 years ago for major reform in the educational system.

Teachers, claimed Professor Pring, were now receiving "complex and contradictory" messages as to what was expected of them because there was a clash of objectives and ideas among those pushing for change in the curriculum.

The focus on personal development which seemed to be central to the initiatives meant something different in each, said Professor Pring. He compared the Certificate of Pre-Vocational Education, based on a further

Education model which emphasized personal development, with, on the one hand, the subject-based programmes of GCSE and, on the other, the MSC's training-based programmes such as VTS which aimed at producing specific competencies.

And even within the different initiatives, contradictions between student-centred negotiated learning and the introduction of check-lists of externally defined skills were already developing.

Employers were being urged to go into schools and shape the courses. "Once the distinction between training and education is removed, and schools are to prepare students for the world of work, then they are vulnerable to a more specifically directed form of vocationalism," said the professor.

Professor Pring, whose department is involved in evaluating the Technical and Vocational Education Initiative in four local authorities, described the TVEI as being not a curriculum, but an opportunity for creating curriculum. Because there was no ready-made formula, teachers were being forced back to deep and significant questions about educational purposes, aims, and values.

Real changes in teaching and learning styles had been made, but not all was rosy despite the official reports.

Preparing future generations for life included preparation for work and, to that extent, should be vocational. "But this can be interpreted generously, where social awareness includes the capacity for political argument and criticism, where communication skills do not ignore the richness of literature and of experience as a basis of something to communicate about, or it can be interpreted narrowly, where persons are subjects to be trained, where communication is limited to the safe and non-controversial, and where there is an over-emphasis on skills that derive from others' often mistaken view of what the economy needs."

before graduating in the fourth year; a process that is largely responsible for the university's place at the top of the graduate employment table.

Two other new videos include Lancaster's, which looks at the day in the life of a student at the day in the life of a student at Lancaster, which emphasizes the scientific and technical side and offers advice on sandwich courses. Both videos last about 15 minutes.

When applications are in the pipeline for higher education courses, questions always arise on the merits or otherwise of the year out.

There can be no doubt at all that the one year scholarship to a leading American university will provide one of the best opportunities for girls of outstanding academic ability.

Mount Holyoke College, Massachusetts, is offering a special scholarship to a British student to celebrate the 150th anniversary of the founding of the college.

Application forms should reach Mount Holyoke College by January 1, 1987 and further details can be obtained from Mrs Renee Car Mount Holyoke Club of England, 7 Woodhall Avenue, London SE21 7HL.

Another opportunity for a short stay in America exists for first-year sixth-formers who show promise in creative writing, dance, music, theatre or the visual arts.

A five-week summer school for around 200 students is organized each year at the Center for Creative Youth in Connecticut. (Scholarship awards are available.) Full details can be obtained from Mrs Joan Hickey, The Center for Creative Youth, Wesleyan University, Middletown, CT 06457.



Skills teaching: "hopelessly overblown" as a basis for curriculum planning

## Personnel chiefs admit they dislike training

An unexpected obstacle to the expansion of industrial training is identified in a report from the Institute of Personnel Management. That obstacle is the personnel managers themselves, many of whom, it seems, are not keen on training.

Few personnel chiefs in a study carried out for the institute had any genuine interest in training, says the report, although training is part of their responsibility in most organizations and all of them acknowledged its importance. The researchers found that the managers they interviewed tended to single out training as the part of their work they liked least.

The amount of training carried out in more than half of the 350 organizations surveyed had grown during the previous three years, but this was largely the result of outside pressures. Few of the personnel specialists suggested that training was desirable in itself, and many had a "lacklustre" attitude towards it.

The researchers suggest that this indifference may have come about from personnel managers trying to keep in with colleagues in other departments who do not value training highly. "To the extent that members of the personnel function seek to establish it as an equal partner on the management team, they are likely to play down those activities which do not

enjoy much prestige with colleagues," says the report.

It adds that the background of many senior personnel people, who made their reputations "in the hard knocks of pay bargaining and the steely-eyed brinkmanship of negotiation", makes them unsympathetic towards the long-term investment and thoroughness that characterize effective training.

"It is not surprising that the tough guys of the 1970s find it hard to whip up enthusiasm for investing time and money in the development of their human resources," the report comments.

Although half the organizations in the sample – which included government bodies as well as both British and foreign-owned companies – had a training department, only one in seven had a training officer.

There was no relationship between the kind of ownership and the likelihood of having a training department, and it did not appear to be linked with an increase or a decline in the amount of training being carried out. But Government bodies more often had a training officer.

More surprisingly, in none of these respects was there any difference between the organizations which were labour intensive and those whose staff costs were a much smaller part of the whole. Twenty-eight per cent of the

personnel managers said that the time and effort they spent on training had fallen during the three years leading up to the survey, which was carried out in the North-West in 1984. But nearly three-quarters of the establishments had by that time become involved in some way with the Youth Training Scheme, more than a third as managing agents. The smallest of the companies were just as likely to be participating in the scheme in some way as the big organizations – more than 40 per cent of the personnel managers said they were providing only work experience.

The researchers point out that their methods are likely to have given "a rosier picture" than the usual random sampling because the survey – run with the help of polytechnics and colleges – was confined to organizations with at least one employee studying for a personnel management qualification.

*The Changing Nature of Personnel Management* by Lesley Mackay and Derek Torrington, IPM, IPM House, Camp Road, London SW19 4UW.

Edited by Mark Jackson

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# Schools ready to listen to parents' views on sex education

Fewer than one in three secondary school teachers supports the Government's plan to give school governors control over sex education.

A TES/MORI opinion poll, conducted in the immediate aftermath of the House of Commons approval for the controversial sex education clauses of the Education Bill, shows that over 60 per cent of teachers believe parents should be responsible for deciding on the sex education syllabus—preferably in consultation with heads and other teachers.

Only 31 per cent accept the Government view that governors should have the major say on the subject. And a mere 16 per cent believe it should be the concern of the local education authorities.

The good news for the Government is that 86 per cent of teachers think sex education should emphasize traditional family values.

The Education Bill, which was due

An exclusive TES/MORI Poll gives the first insight into what teachers think about the controversial ground rules which were laid down during the debate on the Education Bill. Barry Hugill reports.

to receive the Royal Assent this week, stipulates that sex education must emphasize such values.

The clause stressing family values was inserted into the Bill after a revolt in the House of Lords by Conservative peers who feared that many teachers were "subverting" family life.

The teacher unions were furious at what they interpreted as an attack on their members and claimed that the clause was unnecessary because teachers of sex education were fully aware of their moral responsibility for their pupils.

They will feel vindicated by the poll's finding.

The Bill insists that it is up to school governors whether or not a school should teach about sex. If they decide that there should be sex education lessons then they, not parents or teachers, will decide what should be taught.

Governors, and governors alone, will be able to decide whether or not a parent should have the right to withdraw a child from lessons about sex. A move by right-wing Conservative MPs to insert a clause in the Bill allowing every parent the right of withdrawal mustered only 33 votes in the House of Commons. But 59 per cent of teachers believe parents should be allowed to remove their children from sex education lessons.

This is despite the fact that 70 per cent do not consider most parents do an adequate job of teaching their children the facts of life. In all, 94 per cent of teachers believe that schools must play some part in sex education. Mrs Angela Rumbold, the minister of state for education, told MPs during the debate on the Education Bill that the change in the law on governing bodies will in future give greater representation to parents. For that reason it was unnecessary to allow parents to withdraw their children from sex education classes, she said.

Her explanation has clearly not convinced teachers.

The poll was conducted after the Bill was passed by the Commons and two weeks after Mr Kenneth Baker's speech to the Conservative Party Conference in Bournemouth in which he spelt out his plan to give governors control over sex education.

Following that speech, the newspaper

ers, radio and television gave a great deal of coverage to the issue and there can have been few teachers in the TES/MORI sample not aware of the issues involved.

Underlying the Government decision to devolve control of sex education to governors was the belief, held by a considerable number of Conservative MPs and peers, that a minority of teachers, aided and abetted by certain Labour-controlled local authorities, were intent on undermining the traditional view of the family.

In particular, a number of Conservatives, led by Mr Peter Bruinvels MP, argued that some teachers of sex education were effectively encouraging promiscuity and an amoral attitude.

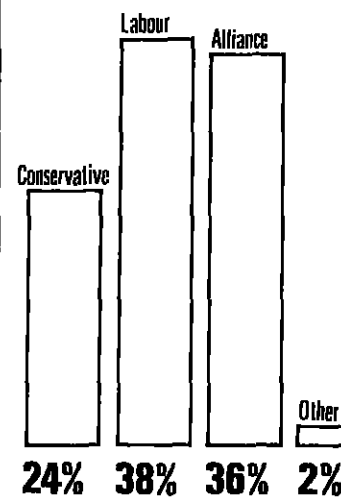
The attack on "heterosexism" by some Labour councillors in the London area fuelled their fear that a minority of teachers were proselytizing for homosexuality.

Their fears are unlikely to be allayed by the poll's finding that, although the overwhelming majority of teachers accept sex education should emphasize traditional family values, one in three believes that homosexuality should be presented in schools as an acceptable way of living.

This is a significant switch of opinion since the general election campaign of 1983 and is almost certainly explained, in part, by the continuing uncertainty over teachers' pay.

A TES/MORI poll conducted in May 1983, one month before the election,

If there were a general election tomorrow, which party would you vote for?



## Swing back to Labour

Labour would be the largest single party in a hung parliament if secondary school teachers only were allowed to vote. The Alliance would not be far behind, but the Conservatives would trail badly in third place.

The TES/MORI poll shows Labour with 38 per cent support, the Alliance 36 per cent and the Conservatives 24 per cent.

This is a significant switch of opinion since the general election campaign of 1983 and is almost certainly explained, in part, by the continuing uncertainty over teachers' pay.

A TES/MORI poll conducted in May 1983, one month before the election,

showed the Conservatives with 29 per cent support among secondary school teachers, the Alliance with 31 per cent and Labour with 27 per cent.

Teachers, however, as a representative of the population at large, are more likely to be seen as a "positive attitude" to homosexuality, are undermining traditional family values.

It should be stressed, however, that the poll shows 86 per cent of teachers accepting that sex education must be taught within the context of family life.

A massive 92 per cent do not consider homosexuality a suitable subject for primary school children while 82 per cent say it should not be taught to children under 13.

Well over half of teachers (60 per cent) say that pupils should know about human reproduction by the age of 11. A third believe that the primary school should teach about "interpersonal relationships".

Contraception, venereal disease and Aids are seen as topics best dealt with at secondary school.

Although 12 per cent do not believe that homosexuality should be mentioned at all in schools, only 2 per cent think the same about Aids. How Aids can be discussed without some reference to homosexuality is unclear.

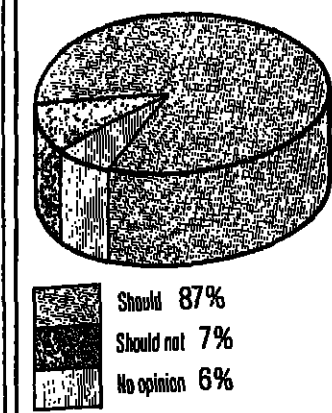
At the moment sex is taught mainly in biology lessons and/or as part of general/social studies. That is how the majority of teachers believe it should remain.

Only 18 per cent think sex education should be a curriculum subject in its own right.

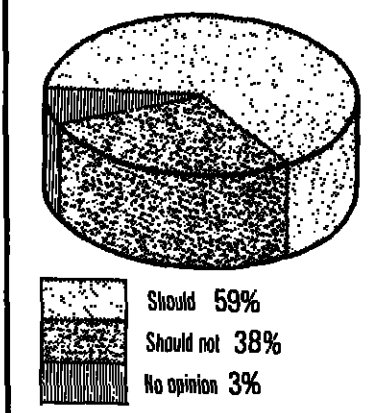
Most teachers (79 per cent) accept that secondary schools should provide personal counselling for pupils on sexual matters.

Despite the fact that the great majority of teachers think pupils should be taught about traditional family values, nearly half (45 per cent) personally approve of sex before marriage.

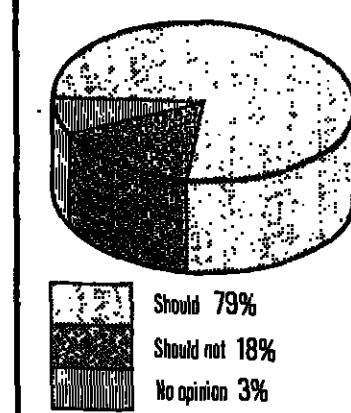
Do you think sex education should or should not emphasize traditional family values?



On balance, do you think parents should or should not have the right to withdraw their children from sex education lessons in schools?



Do you think personal counselling on sex problems should or should not be made available to pupils in secondary schools?



## Homosexuality should be covered but views differ on how

Teachers are deeply divided as to how homosexuality should be presented in schools. But most of them think that it cannot be ignored and that by the age of 16 all pupils should have learned about it.

Only 12 per cent believe it should not be covered in schools at all. Yet there is no consensus as to how the subject should be dealt with in the classroom.

More than one in three (34 per cent) think it should be presented in schools as "an acceptable way of living", while 34 per cent believe the opposite and nearly a third said they had no opinion.

The political leaning of the respondents was an important pointer to how they viewed homosexuality. Over half of Labour supporters say it should be taught as an acceptable way of life—a view held by only a quarter of Conservative voters and 32 per cent of Alliance sympathizers.

The older the teacher the less favourable the attitude to homosexuality. And, comprehensive school teachers are more likely to be sympathetic to homosexual life-styles than

other secondary school teachers. This finding will fuel the worry of some Conservative MPs that it is young, Labour-supporting, comprehensive school teachers who, by promoting a "positive attitude" to homosexuality, are undermining traditional family values.

It should be stressed, however, that the poll shows 86 per cent of teachers accepting that sex education must be taught within the context of family life.

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Contraception, venereal disease and Aids are seen as topics best dealt with at secondary school.

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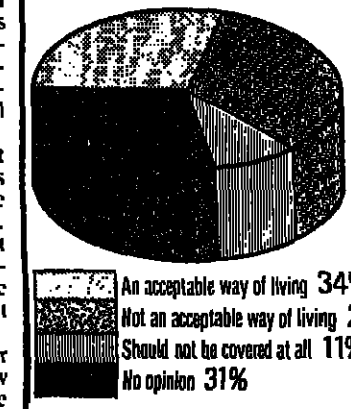
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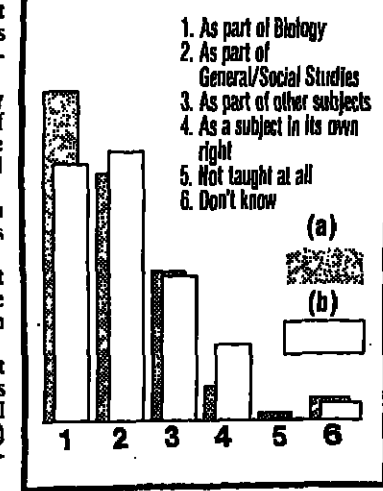
Most teachers (79 per cent) accept that secondary schools should provide personal counselling for pupils on sexual matters.

Despite the fact that the great majority of teachers think pupils should be taught about traditional family values, nearly half (45 per cent) personally approve of sex before marriage.

Do you think homosexuality should be presented in schools as...?



Which of these would you say describes (a) how sex education is taught in your school, and (b) how you think it should be taught?



## Other polls

Earlier this year the Policy Studies Institute conducted an opinion poll for the Family Planning Association which showed that 96 per cent of parents believed that schools should provide sex education. The poll also found that 95 per cent of 14 to 16-year-olds wanted their teachers to teach them about sex.

Research conducted by the Health Education Unit at Exeter University indicated that nearly 75 per cent of parents of 8-12-year-olds want their children taught in school about human reproduction, contraception, pregnancy and birth. And one third of the Exeter parents argued that those subjects should be on the primary school timetable.

Last month the *This Week* television programme conducted an electronic poll of 500 viewers. The poll showed:

- 52 per cent of viewers thought that parent governors should control the content of sex education lessons; 42 per cent thought it should be the job of teachers.
- 69 per cent said that parents should be responsible for teaching their children about sex.
- 75 per cent believed that parents should have the right to withdraw their children from sex education lessons.
- 76 per cent wanted homosexuality treated either as deviant behaviour or not mentioned in the classroom at all.

## Why the pupils deserve a say

Sue Surkes reports on the Health Education Council's view of sex education

The views of adolescents themselves must have greater influence in the sex education debate, says Mrs Doreen Massey, assistant director, schools and further education, at the Health Education Council.

Evidence clearly showed that youngsters wanted information about sex but could not find out from their parents, Mrs Massey said. Moreover, parents often felt inadequately informed as well as distanced from their children during puberty. "My experience with my own children is that they retreat a bit," she said.

The focus for sex education had to be the school where teachers could impart such skills as the ability to say "no" in an objective way. "Where you just give them information and exhort, it falls by the wayside."

Mrs Massey said that letters written to agony aunts in teenage magazines betrayed youngsters' despair about getting advice on sex. "Something is missing somewhere. Children's needs have to be taken into account."

Mrs Massey, who believes strongly in parental involvement but not in any statutory right for parents to withdraw their children from sex education, stressed it was vital to achieve a broad consensus on the approach and content of sex education. She quoted the case of Walsingham School, a comprehensive in south London, where the headteacher, governors and 75 per cent of parents got together to discuss materials to be used for one year.

"There were quite a lot of Muslim parents in that community and not one withdrew their child. If you involve parents, they will be much less likely to withdraw their child even if they might have certain reservations."

Leaving all discussion to the governors could have drawbacks, she added. "If you are elected by 20 parents who happen to turn up on the night, how do you know what other parents want? How will you gather that information? The only responsibility seems to be reporting back to an annual meeting of parents. But whole school meetings tend not to attract



Mrs Doreen Massey: consensus

parents. You only do it on a year by year basis. "An even greater task is to assess what pupils' needs are," she continued. "Will they conduct surveys in the classroom?"

Mrs Massey said all aspects of secondary school sex education had to be introduced in the first year and then adapted through the school. "What you have to do is straighten out some of the distortions and you can only do that by a sensible approach from 11 years upwards where the content and methodologies vary according to what they want and what the parents want."

Elements of sex education would inevitably crop up across the curriculum. She was also concerned that the Education Bill's exhortation to L.E.A.s, heads and governors to encourage due regard to the values of family life should be interpreted broadly. Different families came from different backgrounds and these had to be treated with respect.

Mrs Massey expects little conflict to arise from the way responsibilities for sex education are shared. The duty of governors to bear in mind their L.E.A.'s curriculum policy statement would be unlikely to cause problems as L.E.A. guidelines were usually skeletal and uncontroversial. Most governing bodies would be unlikely to ban sex education, she added.

Mrs Massey stressed she was not opposed to the Education Bill's provisions for sex education if they brought about wider parental involvement. But she said a lot of thinking still had to be done.

She also questioned the wisdom of singling sex education out from general health education, especially at a time when issues such as coronary heart disease were so critical.

## US call for candour on Aids

by Bill Norris

A new controversy over sex education in American schools has been sparked by the United States Surgeon General, Dr C Everett Koop. In an unusually frank and explicit report to the nation, Dr Koop has urged parents and schools to shed their inhibitions, and start engaging in "frank, open discussions" with very young children and teenagers about the dangers of Aids.

Dr Koop, a picturesque figure whose beard and style of dress make him seem a survivor from the civil war era, has previously been known mainly for his muted warnings on cigarette packets. His latest advice is far less inhibited.

"Many people, especially our youth," says the report, "are not receiving information that is vital to their future health and well-being because of our reticence in dealing with the subjects of sex, sexual practices and homosexuality."

"This silence must end. We can no longer afford to sidestep frank, open discussions about sexual practices—homosexual and heterosexual. Education about Aids should start at an early age so that children can grow up knowing the behaviours to avoid to protect themselves from exposure to the Aids virus. There is now no doubt that we need sex education in schools and that it should include information on sexual practices that may put our

children at risk for Aids."

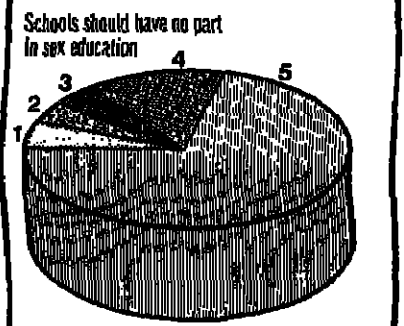
Dr Koop said the Aids epidemic had already claimed the lives of almost 15,000 Americans, and was expected to kill 12 times that number by the end of 1991. With proper education and information, he estimated that as many as 14,000 who might otherwise die in the next five years could be saved.

He urged that education about Aids should start at "the lowest grade possible" in elementary school, possibly at the age of six, and be reinforced at home by discussions between parents and children. Teenage boys should be warned not to have rectal intercourse with other males, and teenage girls should be taught to say "no" to sex and drugs.

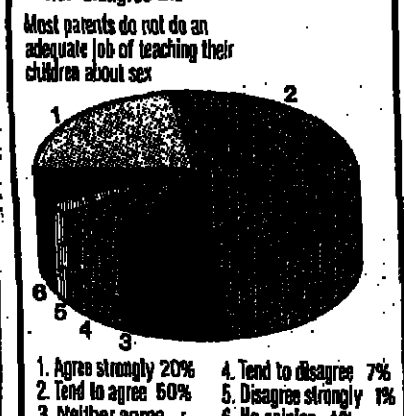
Reaction to the Surgeon-General's report, the first word on the subject from the Reagan Administration, has been mixed but generally approving. "Everyone's a little cautious about what should be done in the schools," said Mr Howard Carroll, spokesman for the National Education Association. "The hang-up is the homosexual aspect. To explain to children of that age what homosexuality is, this is what raises the red flag."

Mr William Bennett, Education Secretary, warned that parental consent would be necessary before teaching such a curriculum.

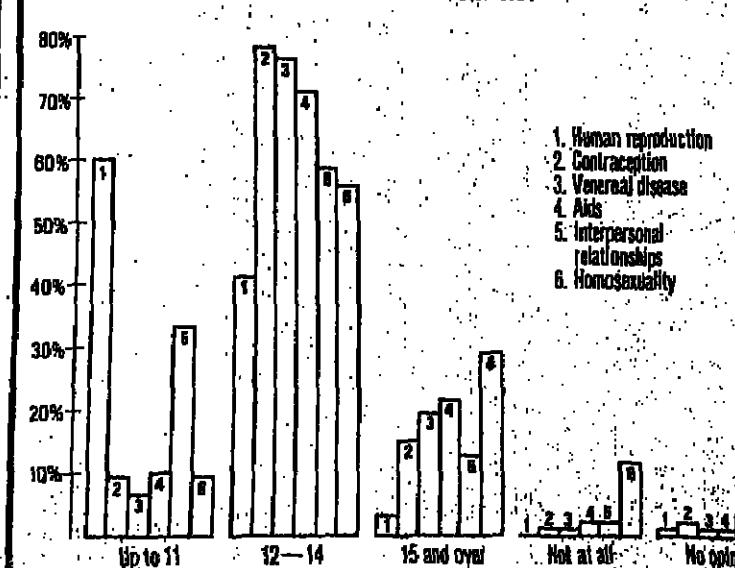
How strongly do you agree or disagree with the following statements?



Most parents do not do an adequate job of teaching their children about sex

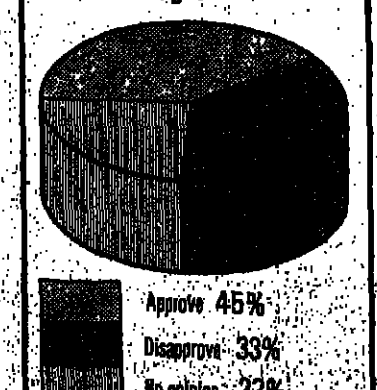


At what age, if at all, do you think the following possible aspects of sex education should be introduced in schools?



At North Westminster Community School, the whole-school curriculum approach to sex education includes some specific syllabus-led topics, but also weaves the issues of sexuality and personal relations into subjects such as English. These second-year pupils are reading the play *The Diary of Anne Frank*, before discussing the scene where Anne shows growing understanding of her relationship with Peter, and relating this to the letter in which stirrings of sexuality are implicit. Michael Marland, the headteacher, points out that it would be difficult to give parents the right to withdraw children from the room for scene three, and return them for scene four. In the United States, however, fundamentalist parents have just won the right (page 21) to have *The Diary of Anne Frank* banned from Tennessee classrooms.

On balance, do you personally approve or disapprove of sex before marriage?



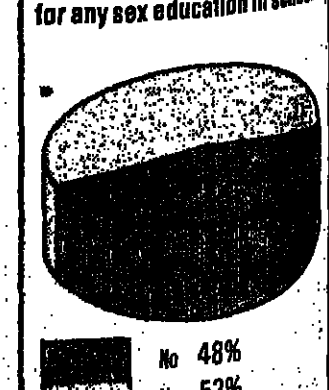
The Sample

MORI interviewed a representative sample of 520 teachers of 11 to 16-year-olds in secondary schools in 68 education authorities throughout England and Wales. Education authorities were selected with a probability according to size, with some substitutions made where permission to interview was refused. All interviews were conducted face-to-face on October 23-28, 1986.

(c) MORI/Times Educational Supplement

On some questions respondents were allowed to give more than one answer. This many teachers said that both parents and teachers should be responsible for deciding on the content of sex education. For this reason the total number of answers exceeds 100.

Are you now, or have you been in the last few years, responsible for any sex education in schools?











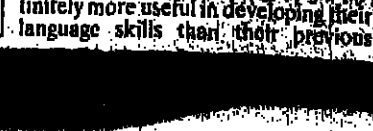


## FEATURES

### Mary Hulbert

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**Linda Hall**

Quite simply, the idea was to turn the story into a puzzle for the rest of the class.

Bob Astin is head of Hendon Junior School, Gillingham, Kent.

## Peter King



\_\_\_\_\_

## Bob Aston

comparing, and correcting, were infinitely more useful in developing their language skills than their previous

Quite simply, the idea was to turn the story into a puzzle for the rest of the class.

Bob Aston is head of Hengland Junior School, Gillingham, Kent.



## Christopher Moor outlines a common 14 to 19 system of school matriculation

\_\_\_\_\_

We need a totally different system for 14-19 which would be sufficiently flexible to cope with

...form) a somewhat more specialized curriculum could be devised, with some students veering

**Christopher Moor is principal of Harrow College of Further Education.**

**Christopher Moor is principal of Harrow College of Further Education.**



## FEATURES



GCSE students doing a dramatic improvisation about sloth and (right) preparing a shadow puppet play.



Two Oxfordshire schools have used the new General Certificate in Secondary Education to introduce an examination course in creative arts, designed for students who enjoy the arts, but don't have a marked aptitude or interest in any one branch of them.

Five weeks into the autumn term, the new GCSE was in full swing at The Icknield School in Watlington. The students had been working in four groups, with art, drama, music and dance teachers, devising performances which combined at least two of the different specialisms.

Every fortnight the groups come together to report on work in progress. The day I was there the music group played a tape they had made about a diamond mine, with dramatic dialogue and a poem they had written, backed by music they had composed for xylophones and other tuned percussion.

The art group showed the props they had made for *Deadenders*, a black comedy shadow puppet play they had written. There had been a dance workshop with someone from the Ballet Rambert the previous week and everyone watched a video of the work, with embarrassed laughter fading to quiet attention. The drama group reported that their interpretation of a Billy Joel song, *Goodbye to Saigon*, had been affected by the Rambert workshop: it was now turning into a dance-drama.

After the feedback session, the four groups went back to work on their projects. In music, one boy was taping a piano composition contrasting major and minor keys. The *Deadenders* were practising their puppetry and polishing their script. "There's a lot of social education, seeing something through and taking responsibility for a part of it," said Carey Benner, their art teacher. The drama group was tightening up its already effective ideas. The students had looked at photographs of the Vietnam war, and had developed some powerful images with movement and minimal speech. The dance group were

## Performing art



Virginia Makins reports on a new creative arts course conceived for the GCSE

developing movements from the workshop, before going to see the Ballet Rambert production that the work had been based on.

The creative arts GCSE was conceived at Peers School, a 13 to 18 upper school in Oxford, and born after one of the interested teachers, Bill Lucas, moved to become head of a newly created faculty of English and Creative Arts at The Icknield, an 11 to 16 school in Watlington, a few miles away.

He wrote the syllabus with the help of colleagues in both schools. The Southern Examining Group accepted it virtually unchanged, after a visit from an enthusiastic assessor, and both schools are now running the exam. Among other aims, the course has been designed to:

- Develop the full variety of human intelligence, understanding of the creative process, and the capacity for experimental or original thought and action;
- Develop skills in, and understanding of, at least two of the disciplines of art, dance, drama and music;
- Develop self-confidence in imaginative expression and the ability to organize ideas, both as an individual and a group;
- Encourage the exploration of values, thoughts and feelings.

Students will be assessed on a mixture of

individual and group studies, projects and performances, and on the development of individual skills in one of the four disciplines.

A lot of the work has to combine at least two of the fields – and in practice, at The Icknield, most seem to be incorporating three or four, and bringing in a lot of English too. "We want to open doors, not hide behind labels," said Bill Lucas.

The new GCSE is just one element of a wholehearted commitment to creative arts at the school, which spills over into Saturday activities for local primary and secondary children, as well as being firmly lodged in the curriculum.

This term the first years are working on a production of a children's opera, *Make the Sheep Stealer*, in some of their arts lessons, using work in music, art, drama, textiles and pottery. The lessons are timetabled together, to allow for flexible teaching and plenty of collaboration.

Later in the year, the school has raised money to bring in people from the Royal Opera House to work with the first years devising and performing an original musical play.

In the second year there is a looser framework for the different arts teachers, but again the timetable is arranged so that teachers can work together, and build links. Some of the work is also based on books the students are reading in their English lessons. In the third year, students work

with a teacher in one discipline for seven week stretches, then move on to another discipline. Throughout the school, the teachers try to bring in as many practising artists as possible, to work with students in normal class time. "We want to build the arts into the mainstream, not to tack them on as an extra", says the head, Peter Davies.

There are other arts and craft options too afternoons a week, when fourth and fifth year students choose from a variety of activities offered by teachers and local people, ranging from calligraphy to women's issues in health, with a local woman GP, as part of a personal and social development course.

But all this is relatively new to the school, and the present fourth years starting the new GCSE creative arts course were not at all sure what was heading: "It's a bit confusing", they said.

To some extent the teachers are also working in the dark: the exam board still has to work out details of how the course will be moderated. So to begin with it's do-it-yourself, with teachers at Peers and The Icknield visiting each other to evaluate developments and standards.

But at The Icknield School, it seemed clear that both students and teachers were enjoying the course, and getting a lot out of it, even after a few weeks. And as well as excellent and exciting personal education for the students involved, the course seemed set to deliver a lot of what employers keep saying they want from the schools – disciplined people who have learned to express themselves well, who deal comfortably with others and work co-operatively in a team, and who can think for themselves.

### Made 3 GCSE

The TES would be interested to hear of other curriculum innovations in schools meeting the GCSE criteria. Please write to The Features Editor, The TES, Priory House, St John's Lane, London EC1M 4BX.



All Icknield students do a varied creative arts programme for their first three years, including pottery and textiles.



Students in 11 to 16 school in Watlington, a few miles away.

## FEATURES

## Pop goes the music



Sara Parker discovers a new definition for 'small group work'

Hoop ear-rings topped by short, blond, punk-style hair, Donna strums away on the bass guitar as she works towards her GCSE in music.

Her teacher is Tracy: long hair and dark glasses, he chews gum incessantly and could well be one of her generation. He is, in fact, a member of a pop group which this term started teaching in schools as a pioneering approach to the "Artist in Residence" scheme.

It is an adventurous idea, turning an afternoon lesson into a jam session: Donna on bass, Lenna playing keyboards, Jaz on drums and Parag on guitar. The pop musicians – Tracy as he likes to be known, Jon Moore, Steve Harris and Kevin Mason – have a range of talents and experience from concert tours to chart recordings, live performances to star appearances on programmes like *The Old Grey Whistle Test*.

They may not be *Wham*, *UB40* or *Dire Straits*, but *Playgroup* have a classroom credibility which can break down barriers.

"We're drawing music out of the kids ... rather than saying write this or sing that", says Kevin as he helps Lenna pick out a melody on the



Coventry teacher Owen Dutton

synthesizer. She has been learning the piano for the past four years but this is her own tune, and much more difficult than those she played from sheet music.

There are only four in the class at Barr's Hill, Coventry, and for three of them playing an instrument is still relatively new. This is their third lesson and they are already being asked to play together and write their own song, which by the end of the six-week course, they will have recorded.

Other classes are larger but the aims are the same: creating and performing music.

By the end of their one-year residency, *Playgroup* hope to have helped set up bands in seven centres – five of them schools. They are working with exam and non-examination groups and hope to stimulate interest in youth clubs as well as schools.

As one teacher put it: "They attract kids who normally wouldn't be seen dead in a youth club and were never interested in music at school."

It is an approach which builds on 10 years' work by Coventry teacher Owen Dutton, in which he emphasizes practical music-making rather than theory; pop rather than classical.

Now the 36-year-old teacher has been seconded to head the scheme funded by £16,000 from the Gullenkian Foundation and £7,000 from West Midlands Arts.

"I've always felt that if music is to be relevant it's got to start with what the kids know," says Owen, a semi-professional musician who plays in a duo in local clubs. Pop music has always been one of his enthusiasms, and when he had to teach some youngsters, who, tired of traditional music lessons, were bent on making trouble, it seemed natural for him to introduce contemporary songs.

Since then he has moved to another school, Ernestine Orange, a 1,200-pupil comprehensive in a social priority area of Coventry, where again, faced with uninterested pupils, he turned to pop.

His methods, which eventually led to the setting up of bands to give live performances, have interested even the most reluctant. "When kids get a chance to perform, it's often the first



Hitting the right note: practice, not theory

time anyone's taken them seriously. They're stars overnight and it increases their confidence and self-esteem.

"One lad who was good at composing realized he had a good chance of doing very well in his CSE in music. His attitude changed. He started to put his mind to written work and given time there's no reason why he couldn't have succeeded in other subjects as well."

Over the years Owen managed to buy £3,000 worth of equipment for the school from guitars and drums to synthesizers and PA systems, turning Portacabins into a music centre. Pop posters line the walls and the ceiling is carpeted to improve acoustics.

He has also persuaded the local authority to buy a further £5,000 worth of equipment on the youth resources budget for use in schools as well as youth clubs. The equipment is loaned to schools providing pupils are allowed to practise during lunchtimes and after classes.

Rooms are chosen as far away from the main school buildings as possible. At Barr's Hill, for example, a space has been found in the basement.

Owen Dutton helped pave the way for *Playgroup* in schools, by teaching pupils to play

drums, guitar or keyboards. Some pupils have gone on to appreciate classical music, while others have developed an interest in music theory.

The new music GCSE requires pupils to make music together in a much more practical way than before, so it was particularly appropriate for *Playgroup* to be invited to discuss their methods at a national in-service training course.

"They are, of course, not teachers in the conventional sense of the word, but neither are they an ordinary pop group. They were picked from 45 applicants for their talent to get on with young people as much as for their musical ability."

So far they have proved popular with pupils. Steve thinks being "outside the system" helps. "We make a point of saying don't call us sir, and try to be as normal as possible. But we're not teaching them to be pop musicians, pop music is a way in."

A few pupils have dreams of fame and fortune, but on the whole they recognize their limitations. As one 16-year-old guitarist said: "Our dream was to play live, to have people cheering and shouting for us and we've done it. Anything else is a bonus."

## 'I woke up one morning ...'

Paul Harrison explains his sudden decision to quit his headship

It was early April. The instant I woke I knew I was to resign the headship of my primary school; not a decision made rationally or consciously but a feeling in the gut that it was the thing to do.

Over the past few years, like many heads in ever-increasing black moments, I had thought about opting out, but being sensible always got in the way. It was a drastic step; I had no illusions about that. I had a family, a hefty mortgage and a deep freeze to keep satisfied, no other particular skills, and I was on the wrong side of 40. Also, I had been in this present headship for only a term and a half. It was a larger school than my previous one and I could be opening myself to the charge that I could not cope with a larger school; or opening the school to the charge that there was something wrong with it.

Later, on reflection, I knew why the decision had been made: My enthusiasm, my imagination, my energy and my joy of teaching had all been tattered. I had been worn down by the relentless pressures of new demands, new expectations, and initiatives from local education authorities and central government. All in an atmosphere of low

teacher morale, media attacks on the system and at the helm Sir Keith Joseph, a man who could not help himself from continually insulting and denigrating the teaching profession.

I am not an old reactionary. I agree that where possible children with special needs should be educated in normal schools; that schools should play a more active role in determining the curriculum; that parental involvement should be increased; that curriculum development should be continuous. I agree that schools should be answerable to somebody and that heads should read, digest, discuss with governors and staff, and make responses to the dozens of Her Majesty's Inspectors' subject reports that have inundated schools in the past few years.

All of these things need increased resources. But it was expected, indeed it was demanded, that these admirable changes took place at a time of severe financial cutbacks. Many of the changes involved a vast increase in administrative chores at a time of secretarial cuts. As a full-time teaching head, I suffered a secretarial cut from 15 hours to eight hours per week in four years.

All of the changes in the last ten years, without exception, have made excessive demands on heads' time and energy. Ten years ago, I was looking inwards on my school; organizing it; developing the curriculum at a pace appropriate to my school; involving governors and parents; and spending my time and energy on meeting the needs of all my children.

Later, I had been facing outwards, away from the children: fending off attack; helping to raise funds; educating governors. (It is possible to have a governing body, none of the members of which has ever been a governor before); satisfying the local authority's timetable for curriculum change; fighting staff cuts. Spending a disproportionate amount of time on children with special needs (form filling, fighting for resources, case conferences, reviews) and a proportionate amount of time on the increasing minority of parents with expectations that were excessive and unrealistic when one considered the resources actually available. Facing outwards and at times silently screaming.

Once the decision had been realized how much pressure I had been under. The release was ecstatic.

Considering that some 2,500 other heads and 26,000 teachers left the profession prematurely last year, it is surprising that reaction to my decision was generally incredulous. When I told our local adviser I think he suspected that I was going round the bend.

The chief education officer was helpful and sympathetic, but I suspect he had heard it all many times before. Parents expressed understanding but I do not think that they did understand. Most teachers and all heads I spoke to understood, many of them expressing envy.

Many thought it a brave act. The press, however much I told it otherwise, insisted that I was resigning in protest. It was not a heroic

gesture. It could turn out to be foolhardy. But it was a decision that was absolutely right for me.

Headteaching used to be a comparatively relaxed job, whereas it had become for me an overwhelming burden. I had reached a point where I could continue no further.

Most primary heads would agree that the demands made upon them are excessive and I suspect that many more will give way under the pressure. Several things would alleviate that pressure on primary heads and indeed on primary schools as a whole: more clerical assistance and, in large schools, a separate administrator to release a huge amount of heads' time and energy for being what he should be, a head teacher.

Adequate funding by the local authority and a ban on all fundraising activities would stop heads feeling that they are letting children down if they do not raise money. There should be a guaranteed minimum staff quota for at least five years, regardless of fluctuations in pupil numbers, to enable heads to make long-term plans.

No new government or local education authority initiatives for at least two years to allow schools to take stock.

And it would boost morale I am sure, if public figures could refrain from making uninformed, unfounded, unhelpful, generalized statements about the education system.

Paul Harrison resigned from the headship of Watlington primary school, Oxfordshire at the end of last term.







## BOOKS

## Worlds apart

*Towards the Mountain*. By Alan Paton. Penguin £3.95.  
*Where Sixpence Lives*. By Norma Kitson. Chatto & Windus £9.95.

Autobiography is a difficult art: each page so full of "I" and "my" that there is seldom space for anything else. But no one writing an autobiography set in South Africa can escape writing about the country as if it were a major (perhaps the major) character in the story.

Alan Paton, one time leader of the long-banned Liberal Party in South Africa, is now an old man, somewhat left behind in the present tides of change. For many years he was a powerful public figure, respected as much for his writing of *Cry, the Beloved Country* (1948) as for his compassion for less privileged South Africans.

*Towards the Mountain* is a thoughtful, wistful account of his own upbringing in Natal, of his gradual awakening to the truth of apartheid (which he witnessed being engineered in the late Forties and Fifties), and of his "conscious adoption of service as the proper watchword for life".

As principal of Diepkloof reformatory for black boy "offenders", he observed for 13 formative years the hardships and hopelessness of black lives under apartheid. He was a good and a fair principal, and he made as much difference as he could to the boys who served time under him. But the richest fruit of these years was the moral indignation he conveyed to the greater world in his novels and stories. To read this first volume of his

autobiography is to cover a crucial period in the history of South Africa on its path to apartheid, and to learn a great deal from a man with a clear sense of history. At no time is his private life divorced from the greater backdrop. In fact, it is so closely interwoven that this would be two solemn a pilgrim's progress altogether, if it were not for flashes of a dry humour.

Like Paton, Norma Kitson grew up in the lush natural beauty of Natal. But she was born later and, unlike him, not into a modest home but into a pampered domain of servants, tennis courts and swimming pools. Her mother lingered in bed like any languid Southern belle, summoning a manservant to bring her a breakfast tray. Later, immaculately dressed in the latest Forties fashions, she would be driven by a uniformed black chauffeur to play bridge in luxurious drawing rooms.

Closer to the servants than to her glamorous mother, Norma turned her indignation upon the inequalities of the system. Phineas, who divided his time between the garden and waiting on the family at table, lectured her on her privilege. Sixpence was the household's son and Sixpence, Phineas said, "can't have a house like you. He doesn't have anything like you. Where Sixpence lives is nothing."

Phineas ended: "You know, you are a very lucky girl." Though a sulky Norma replied, "I don't feel lucky," in fact an abiding white guilt was to be the spur to a life of daring involvement in anti-apartheid activism. The photographs provide a fascinating con-

densed history: the doll-like mother, family occasions, the lovely clothes, and then a youthful Norma marching beside Walter Sisulu in a black Johannesburg township of the Fifties. Mr. Kitson, followed in London to David Communist Party. Their return to South Africa led to a deepening involvement in the black resistance movement.

When David Kitson was invited to join the new underground military wing of the ANC, it was only a matter of time before his arrest on charges of treason. He was to serve all but a few months of his 20 year sentence in Pretoria Central. Norma herself, detained more briefly, but then increasingly harassed by the security police, finally took her children Stella and Amanda to London and a new life. But it was a life of waiting for David's release (in June 1984), and a life of service to the cause of freedom everywhere.

Probably her revelations about "the London problem" - bitter in-fighting between exiled anti-apartheid groups - have already caused a stir in these circles. It's not the best part of the book, because there is even less distance here between the author and her fury than there is in the rest of the story, where time and family ties have given her memories a blurred warmth. In the end, however, both the emotional heat of *Where Sixpence Lives* and the quieter strength of *Towards the Mountain* give moving witness to the same pain: the pain of being born in a beautiful but deeply divided land.

Lynne Bryer

English Bible it is, turtle-dove and in Luther's it is *Turtelhue*. No confusion there.

One wonders how many misadventures have been caused by the archaic language of the Authorized Version, among those less mature and less well-informed than the author of *Letter from America*.

There is constant controversy over the subject, and in 1970 the General Assembly of the Church of Scotland debated and decided against a modern version of the Lord's Prayer. It prompted me to invite a class of above-average 12-year-olds to write a new one, and also "The Lord's Prayer" by the author. Some of the startling results were:

Our father we chart in heaven. Thou shalt be done on earth. And forgive us our debts. And lead us into temptation. For gives this day or daily bread. The Lord My Shepherd shall not want. He layed me down to die he ledeth me to pastures green by salmons water.

For thou hast staffed me and my rod. My soul he doth resoul again or yet to walk doth make.

W S Browlie

## lingo

## Archaisms

It is not often that Alastair Cooke nods, but on July 18, 1986 he quoted from the Song of Solomon: the time of the singing of birds is come, and the voice of the turtle is heard in our land. He went on to say that, in his part of the country, "the turtle slides about like an armoured car, but is munn".

As he often says - well! Solomon's turtle (archaic) is the latin *turtur*, which looks onomatopoeic, meant a dove, and produced French *tourterelle*. The other turtle, as in soup, is the latin *testudo*, is connected with French *tourter*, a tortoise, and is apparently a corruption by English writers of the latter. The root is that of tort, tortoise, tortuous etc, the southern European species of turtle having twisted feet. In Moffat's bible the word is ring-dove, in the New

## Sobering experiences

*From Where I Stand*. . . . Minority experiences of life in Britain. Edited by Desmond Mason. Edward Arnold £3.50. 0 7131 7489 7.

This anthology is "an attempt to underline racism by showing common humanity speaking out from behind the cultural barriers present in modern Britain". This is achieved in a variety of forms and styles ranging from simple accounts of prejudice through experiences of integration and acceptance to beautifully-expressed, rhythmic poems and a monologue in delightful prose form. There are humorous views as well as serious ones. For some the experiences were unpleasant; for most they were painful.

For those who know little about the Rastafarian movement and its implications for black youth in Britain, David Sparks sheds new light on this much-misunderstood group. There is a list for further reading on related topics with the hope that it will provide readers with a more positive understanding of the movement and its implications for black youth in Britain. It is a book for all to read.

Martin Fagg

The Irish have not been forgotten in a piece entitled "Have you heard the one about . . ." Donal Carroll makes a convincing case for the serious implications of ethnic jokes, suggesting that they are a cover up for oppression and prejudice.

A Kenyan Asian from the University of Leicester writes about her gruelling experiences in school. She describes differences between Asian and Western culture. She offers suggestions for ways in which harmony, communities can live in harmony.

There is a lucid article by an Indian Sikh with ancestral links with Scotland, and Jagjeet's account of his nightmarish first impressions of England, aggravated by her tragic experience of an arranged marriage which went wrong. Is one of the most moving in the series.

*From Where I Stand* will be welcomed by teachers of English in secondary schools and colleges. It is a book of literature and content and genuinely reflects the thoughts and feelings of minority groups in Britain. It will also provide excellent material for discussion and strategies in secondary schools.

Sushella Stone

## Women of their time

*Elizabeth Gaskell*. By Tessa Brodetsky. Berg £8.95. 0 907582 89 3. £3.95. 83 4.  
*Mme du Châtelet: Scientist, Philosopher and Feminist of the Enlightenment*. By Esther Ebrman. Berg £8.95. 0 907582 90 7. £3.95. 85 0.

The first chapter of Tessa Brodetsky's book is entitled "A Woman of Her Time". To stick this label on Elizabeth Gaskell at the beginning, as if it were the most significant thing about her, is misleading. She certainly was "of her time" and even within this framework her novels and stories have charm and delicacy, but it is when she attacked the evils and abuses she saw around her that she showed how far this label falls short. She did more than merely "not hesitate", as Tessa Brodetsky states - she chose to attack. Not even George Eliot, with whom, to her honour, she is often compared, tackled so many subjects of social and general interest and controversy as she did - sometimes in fear of the consequences, as for example with *Ruth*.

She wrote with intense feeling and thought, as Elizabeth Bowen has said, she can be "perfunctory where she falls to be fully present in heart, taste, fancy and wit", when those faculties have full rein she reaches great heights as in *Wives and Daughters* (to which Tessa Brodetsky does not do full justice) where design and accomplishment merge with complete success in all essentials and in particular in the superb portrait of Cynthia.

Tessa Brodetsky's study is a pedestrian and painstaking account of Mrs Gaskell's life, outlined with comment on her novels and *Cousin Phyllis* and will no doubt be of great help to

candidates in school examinations. Tessa Brodetsky herself is clearly not over-enthusiastic. She claims, for instance, that Mrs Gaskell's prose lacks the "sensitiveness of George Eliot" whereas the book is full of the other foot. Had she said that she lacked George Eliot's depth of thought and assiduous exactitude of expression she would have been nearer the mark.

The platitudes of criticism relating to Mrs Gaskell are reproduced here, including her over-use of coincidence (but what about *Middlemarch* where important developments of the plot hang on coincidence, or almost any novel of Dickens?) and inadequate attention is paid to the subtle interrelations between individuals and emotion but that in the end are of far more significance in the development of character and plot than the mere story line, with or without coincidence.

Esther Ebrman's approach is far more scholarly. Her scientific exposition of the scientific, philosophical and political theories of the time form an invaluable background to the study, equally clear and competent, of Mme du Châtelet's own work and life. Both are of particular interest as she moved in the highest circles socially and intellectually. She was not quite a typical *femme savante* of the Enlightenment in that she adored luxury and adornment and demanded equality with men without sacrificing one jot of her femininity. Her contribution to her age was considerable and her rich and varied life, as well as the content of her works, are fully described and discussed here.

Katya Watter

## Chronicle

*The Transformation of Britain 1830-1939*. By G E Mingay. Routledge and Kegan Paul £18.95. 0 7100 9762 X.

With its graphic and richly-detailed commentary and its many adroitly-chosen illustrations, this latest volume in *The Making of Britain* series is a thoroughly satisfying read and deserves a wide circulation. Any attempt to chronicle, reasonably concisely, the

Tom Deveson

## Neoclassic rigour

*The Prose Works of Alexander Pope*. Volume 2: *The Major Works, 1725-1744*. Edited by Rosamund Cowley. Basil Blackwell £35.00. 0 631 13766 1.

Matthew Arnold's description of Pope as a classic of our prose was a fitting compliment aimed at undervaluing his poetry. This new volume, published an astonishing fifty years after Volume One, shows Arnold to have been juster than he intended. It contains Pope's *Preface* to his edition of Shakespeare, the *Epistle* to his translation of the *Oedipus*, accounts of the subterfuges surrounding the publication of his correspondence with Swift, and complex, often ambiguous details of his positions in the shifting alliances and partisanship of the literary world. Perhaps most gratifyingly, it provides fresh access to some of the products of the Scriblerus Club, that confederacy of wits including Gay, Arbuthnot, Swift and Pope himself, in which parody, irony and verbal high spirits foreshadow the achievements of *The Beggar's Opera*, *The Dunciad* and *Gulliver's Travels*.

Pope's strength as a critic is to temper his neoclassic rigour with a practising poet's feeling for the powers of language in action. In editing Shakespeare he set himself the task of amending the roughness and verbosity which he blamed on the actors and groundlings; but he acknowledged the scope of Shakespeare's "Gothick" from which many modern buildings could be quarried. And he neglects the formalist Aristotelian approach to Homer to praise the epic portrayal of "things natural".

The Scriblerian pieces (and his moving *Will*) are a testament of friendship and of Pope's sense of the dignity of his calling. Behind the fun is the pride of the artist aroused to ironic applause at the sight of hacks and aristocratic dilettanti courting the sublime and achieving the ridiculous.

His essential literary values were the conservative ones of decorum and correctness; but surely he and Arbuthnot had some Georgian Jeffrey Archer in mind when they observed "We may see the small value God has for Riches, by the People he gives them to."

## BOOKS



## But who reads them?

Brian Tyler on 'books about education'

*World Year Book of Education 1986: The Management of Schools*. Edited by Erik Hoyle. Kogan Page £19.50 & £2.50 p&p. 1 850 91 0642.

*Developing Management in Schools*. By K B Everard. Blackwell £6.95. 0 631 14832.

*Comprehensive Schools: Past, Present and Future*. By Alan Weeks. Methuen £15. 0 416 40690 4.

*School Management Skills*. Edited by Michael Marland. Heinemann Educational Books £9.95. 0 435 805940.

*Management of Disruptive Pupil Behaviour in Schools*. Edited by D P Tattum. John Wiley £9.95. 0 471 909947. Hardback available at £24.50.

*Disaffection from School*. By Ken Reid. Methuen £7.95. 0 423 515500.

*A Pastoral Programme*. By Douglas Hamblin. Blackwell £6.25. 0 631 13635 5. Hardback £15.

*Secondary Issues: Some Approaches to Equal Opportunities in Schools*. ILEA Classroom Practice. By D Jean Claidin. Palmer Press £14.95. 1 85000 0379. Paperback £5.00.

*Now and Then: Two Tales out of School*. By Colin St Leger and Darren Thomas. No Kidding Publishing Project (GLC).

Who reads all these books about education? Doubtless someone must, but I don't seem to remember ever seeing an actual schoolteacher with one in his hand. Sometimes, indeed, it is difficult to resist the ungenerous suspicion that the authors of such works are rather like the symbolist poets, speaking only to each other.

Certainly, like Eliot's poetry, a great part of the literature does seem to consist of references to and quotations from other works. As one ploughs through it, the world seems full of educational researchers, beavering away, validating each other's conclusions, piling Ossa on Pelion; and then, perhaps, going home in the evening, end with a well-earned bowl of Muesli and a good stiff taxonomy or bibliography.

The *World Yearbook of Education*, for example, seems to be little more than an expanded (very greatly expanded) bibliography and dictionary of education, full of articles telling us what researchers have discovered and what they have concluded.

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Schools, Past, Present and Future. The book, except the last section, is a very good beginners' guide that might well be recommended to BE or POCE aspirants. His survey of the beginning, development and current situation of comprehensive schools is elegant, accurate and highly readable; but when one comes to his prescriptions for the future one's heart sinks. Mr Weeks' way forward turns out to be the "progressive" romanticism of the Sixties warmed over. Risinghill School and Countesthorpe College, those educational dinosaurs, are held up as models. *Ubi sunt?* Mr Weeks' future is the past. Risinghill is long gone and the ideal or platonic Countesthorpe described by John Watts, from where Mr Weeks appears to draw his view of the school, is, by all accounts, very unlike the reality of today. To an old Sixties lag like myself, reading the last chapter of the book, "A brighter future", is like reading old love letters to an old girl friend; a mixture of nostalgia, shame and embarrassment, coupled with the sense of how much the world and oneself has moved on.

Of the making of many educational books, there is apparently no end; and much reading of them is not only a weariness of the flesh, but of the professional confidence. As one reads on one realizes that so many of one's practices and habits are manifestly just not good enough by comparison with such skilled and purposeful leaders and such utopian institutions as the literature describes. How, one despairingly feels, can the ubiquitous and charismatic polymath Michael Marland find time to write and edit so many books like *School Management Skills* and still be head of what one can only suppose is an immaculately conducted and exemplary school in the heart of London?

No doubt the answer may be found in this book; probably in the chapters on appointment of teachers, working with non-teaching staff, and staff development. Certainly the book is an unexceptionable primer full of good sound commonplaces and truisms, with many useful tips and tricks of the trade. Oddly enough, the two works of scholarship about disaffection and disaffection (educationpeak for bad behaviour) also contain a lot of tricks of

the trade for those with the wit and candour to pierce beneath the mask of research and the jargon that goes with it. Mr Tattum's collection of essays on the *Management of Disruptive Pupil Behaviour in Schools* is very interesting. I admire the delicate irony of the word "pupil" in the title - very nicely judged and its implications are amply borne out by the text. Those chapters which describe the various organizational, structural, institutional and interpersonal factors in the problem, and indicate some tactics which might be deployed in their resolution, are full of food for thought and ideas capable of practical application.

It does not believe that it can be denied that a great deal of unsatisfactory conduct in schools, and the disaffection which gives rise to much of this is caused by bad practice (and bad theory) on the part of teachers and the leadership, and that bad situations could very often be improved radically by some thought, goodwill and effort on the part of the school staff. Surely all experience teaches us that, if treated properly and decently, the overwhelming majority of children, as of adults, are willing to be orderly, law-abiding and friendly, and are distressed by and alarmed by disorder, violence and ill-will; indeed, you have to try quite hard to get them to behave otherwise.

Good, competent teachers are instinctively aware of this and seek to provide the appropriate conditions, in which they might be assisted by the kind of investigations described in this book. How one grieves over the organizations like NAS/UNT produce one of their yearly surveys about the affections and outrages that their members apparently suffer daily. Don't they realize that these whingeing outbursts only cause people to suspect that they must lack competence in the basic skills of their job, and to wonder how they can be so brazen as to proclaim it? Teachers, after all, are paid to get on with children, not vice-versa. Less indignant filling in of questionnaires by these people, and a bit more professional reading would do them no harm at all.

I venture to think that Ken Reid would agree with this view, even in its somewhat intemperate expression, because he goes in for a fair amount of lambasting in his book *Disaffection from School*. "What nonsense!", he disrespectfully cries in response to some views on school discipline offered by the Prime Minister, who himself would have made an excellent NAS/UNT rep, and there is quite a lot of short shrift dealt out all round in his texts. He clearly does not suffer fools gladly.

This is a good book on the subject, and the thrust is unmistakable and very persuasive. Mr Reid acknowledges that "disaffection" has many and complex causes, which he discusses learnedly and informatively, but according to his thesis, schools and teachers can contribute to, and even cause the disaffection of pupils; by an inappropriate curriculum, by ill-considered and poorly executed "pastoral" systems, by class bias, by laziness, by insensitivity and ignorance, and even by just plain malice. I would not disagree with any of this except to observe that he seems to have been singularly unlucky in his field-work schools. Reading between his more or less discreet lines, one gets the impression that Whackford Squeers himself might feel that some of the places Mr Reid knows about are coming in a trifle high.

However, the message to schools is clear. It is the same message that Oberon gave Titania when she complained about disruption, disaffection and a decline in standards in Fairy Land: "Do you amend it then. It lies in you." Douglas Hamblin's contribution to amending it in *A Pastoral Programme* is a well thought out and constructed effort, and I should suppose a good investment for any school interested in developing such a course. The programme is a skills based, common sense, unintrusive affair, and if it is not possible actually to abolish those "pastoral" periods, so slightly regarded by the children as, at best a waste of time, and at worst, patronizing noisiness, the activities recommended by Mr Hamblin probably won't do much harm, and may even be better than 20 minutes chatting about last night's telly and copying each other's homework.

ILEA, meanwhile, have seen fit to publish a document called *Some* essentially a critical guide to further reading, and will be invaluable both to the questioning student and to his teacher or tutor in drawing up his reading-lists.

Most of the works in the (English only) bibliography - up-to-date enough to include Rawson's *Intellectual Life*, though not, unfortunately, Wilson's *political Life 90 BC - AD 69* - are discussed, and their difficulty assessed, in the copious footnotes. One might occasionally quarrel with a point of interpretation, or with the selection of a particular bibliographical entry, but the student or teacher, who follows the clues laid down by Beard and Crawford, though finding no easy answers, will be in as good a position as anyone to ask the right questions.

Roy Hyde

*Approaches to Equal Opportunities* which has many earnest contributions and no more than the usual amount of neurosis, animus and silliness. But, oh dear! Those of us innocently affected by the odium in which inner London schools are (rightly or wrongly) generally regarded, and so, by extension, the state system in general, might wish that the new ILEA would quietly relax its notorious pursuit of the chimera of "Equal Opportunities" and "Anti-Racism", and publicly appear to concentrate a bit more on teaching all children, whatever their gender or colour, to read and write properly, to pass examinations, to behave reasonably, to go to school regularly, to respect legitimate authority, and in general to do all the wholesome and commonly valued things that the public want schools to do, and which ILEA is alleged not to care about; to the great grief, disadvantage, and detriment of the good name and professional reputation of us hapless and unenlightened provincials.

In any case, these unromantic, unspectacular things are the real, the best and perhaps ultimately the only effective contribution that schools can make to genuine equality of opportunity for girls, and the long-term eradication of ethnic cultural and economic disadvantage which is surely what racism feeds upon.

This collection at least has a coherent point and purpose. *Classroom Practice* by Jean Claidin conveys no such impression. It is a gushing account of the work of two Canadian schoolmistresses. Mutual congratulation is the mode; and the teaching described seems to be about what you would expect in an average, rather old-fashioned primary school.

On the whole, though, the book is marginally less pointless and solemnly pretentious than *Now and Then*, which purports to offer two views of schooling: one, from a semi-professional truant (whatever that is) and the other from the teacher who worked with him. In fact, it turns out, not surprisingly, that the teacher eventually had to write both accounts. The introduction grandiloquently claims that "this little book will . . . teach educationists . . . the sheer (sic) complexity of the cultural processes involved in contemporary transitions from school to adulthood. In my opinion, what an excellent pamphlet has to teach educationists can more profitably and entertainingly be learnt from half an hour's chat with the Easter leavers."

All these books, then, except the last two, have something to offer those engaged in education, especially at secondary level. What they all tend to say is that schools and teachers need to be more conscious of the consequences of their actions, to improve their practice and their practices. If you read the literature you will get the impression that our management is crude, our curriculum not germane, our self-awareness defective, and our relations with the customers often unproductive and insensitive. In short; we could do better.

These books are stuffed with good advice on how to put these matters right, and, of course, who runs may read. But, to return to a first question; who actually does read? Not fear, those most in need; not the blind, malignant ogres documented by Ken Reid; nor yet the bumbling autocrat heads characterized by Mr Everard. One far-reaching and seminal reform that ACAS might suggest, as it struggles to define teachers' conditions of service, is that it should be made a contractual obligation to read (and, of course, summarize) one scholarly book about education, say, per half term. To get that past the membership would be a real test of their powers of conciliation and arbitration.

B K Lambkin

## Irish question

*The Army and the Curragh Incident, 1914*. Edited by Ian F W Beckett. The Bodley Head £20.00. 0 370 30738 0.

Good news, and not just for those who enjoyed Keith Jeffery's excellent *The Military Correspondence of Field Marshal Sir Henry Wilson, 1918-22* last year. That was the first publication of the newly formed Army Records Society. With it this volume makes a fine pair.

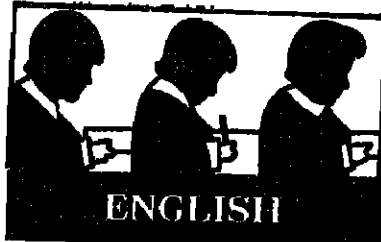
Wilson (shot dead on the orders of Michael Collins in 1922) and General Hubert Gough, the man at the centre of the Curragh Incident, were both

of the editor would prefer we did not call the "Mutiny", were both Southern Protestant Irishmen and friends. Wilson's role in the business, as Director of Military Operations in the War Office, was, to say the least, equivocal while Gough and his officers threatened to resign rather than help coerce Ulster into accepting Home Rule.

Timely that these volumes should unravel so much so well when the British Army is again being urged by some Loyalists to resist orders to enforce another solution to the Irish Question.



# How to do it



ENGLISH

**A Short Guide to Writing about Literature.** By Sylvan Barnet. Batsford £5.95. 0 7134 4902 0.  
**English Literature.** By Martin Stephen. Longman £5.95. 0 582 29699 4.  
**Work Out English Literature 'A' Level.** By S H Burton. Macmillan £5.95. 0 333 40488 2.  
**Reading Literature.** By Roger Gower and Margaret Pearson. Longman £5.50. 0 582 74501 2.

Until recently there was next to nothing in the way of a how-to-do-it guide to literature suitable for use at A and more particularly O level and GCSE. There were student notes on specific texts and introductions to particular authors, but no primers on the peculiar skills needed to study them and write examination answers. Now, all at once, the gap has been plugged. No less than four books covering that very area have appeared in just the last nine months.

Sylvan Barnet's *Short Guide to Writing about Literature* manages to be both the most magisterial and the least useful. Dr Barnet, as the cover tells us, has taught at Tufts University, Massachusetts, since 1954, and his book is steeped in campus style. Though it has many good things to say about how to write, its suggestion that students type out and double space any new poems they encounter (the better to scribble notes around the text), its recommendations on the organization of a research paper and its frequent quotation of American critical writing make it more suitable for his own freshmen and sophomores than sixth-formers on this side of the Atlantic.

They will gain far more from either the Longman exam guide to *English Literature* or the clumsily titled *Work Out English Literature 'A' Level* in the Macmillan Master series. Both are very specifically geared to their needs—so much so, in fact, that they both begin by listing all the current A level

examination boards, the former going even further and including brief details of each syllabus.

Thereafter their paths diverge. *English Literature* has a few chapters giving extremely pertinent advice on the practical criticism of poetry, prose and drama and then goes on to present an A level examiner's view of the whole canon of English literature. Ranging over everything from Chaucer to modern drama, in 150 pages this sketches in the background and then cunningly identifies question areas. A good idea, but large sections will be irrelevant for any one student; an Oxford Board candidate, for example, might need only chapters eight and 13, a mere 30 of those 150 pages.

For sheer practicality, however, Macmillan's *Work Out* volume is unbeatable. Its chapters look at the various styles of question, explaining what they test and pin-pointing common mistakes. There is no attempt to mention every set book with which readers might be confronted, but frequent and fully-worked model answers are based on passages from some of the most frequently used. The tone is simple and direct, the layout good, and if its large format makes the book resemble nothing so much as a workshop manual, that too is all to the good. It really is the best yet how-to-do-it guide.

Literature, of course, enters the English syllabus well before A level, and in *Reading Literature* Roger Gower and Margaret Pearson offer a valuable introduction to textual study for pupils in the middle years of secondary school. Using a judicious mixture of pictures, quizzes, extracts and very specific questioning, it introduces all the key areas of textual analysis almost without its reader being aware of them.

It is a book which cries out to be used, so bold and innovative are its ideas, so fresh its approach. Preconceptions seem bound to vanish in the face of its sheer enthusiasm. How many teachers, for instance, could get away with presenting a slab of *Macbeth* (let alone *T.S. Eliot's "Marina"*) and unadorned passages of *The Canterbury Tales*—to a third-year class? How many would offer 21 stanzas of *Byron's Don Juan*, merely telling the class to "read as quickly as you can"? For Heaven's sake, with that sort of introduction they might even enjoy it!

Hugh David

## CHILDREN'S LITERATURE

**Jewish Tales—The Eight Lights of the Hanukkah.** Retold by Leo Paviat; Translated by Stephen Paviat; Illustrated by Jiri Behounek. Beehive Books £7.95. 0 85613 784 7.

Why are there so few published collections of Jewish folk tales? If I hadn't remembered three sturdy volumes of *Myths and Legends of Ancient Israel* from my childhood I might have believed that Jewish tradition did not include any narratives other than those in the Old Testament and Apocrypha. But of course, that isn't the case. As this sumptuously produced and illustrated book reminds us, there is a wonderfully rich collection of tales, often showing kinship with stories in other folkloric traditions, but usually developing in some unexpected way, the serious moral and religious tone which pervades them has prevented popular discovery of this treasury; folk tales often carry implied lessons, but are rarely overtly didactic as Leo Paviat tells them, almost all of these stories, whether they date from the days of the great Rabbis or the 19th century, whether they come from the Sephardim or the Ashkenazi line, have something specific to teach about justice, charity or humility, and something specific to say about the immanence of the Deity. It would be a pity if a reasonable suspicion of literature which has a palpable design on us prevented these tales from being read; they have all the vigour and mischief which belongs to the genre, as well as, sometimes, a powerful dark-



The Curious Cobbler

ness which arises from the nature of the Jewish historical experience; this is particularly poignant in some of the brief fables. But as well as grave admonitory or melancholy stories, there are some delightfully absurd ones, especially those about the silly inhabitants of Chelm. Leo Paviat has drawn on a remarkably wide range of sources, and organized his material appropriately into a pattern which corresponds to the design of the special candle-holder which belongs to the festival of Hanukkah. His, or his translator's, plain, direct style and Jiri Behounek's glowing, mysterious pictures serve the stories well; you don't have to be Jewish, as the old advertisement has it, to respond to this book.

Andrew Laski



This illustration accompanies the Ways to Kill a Man poems in the "copies" and parodies section of Making a Poetry Anthology

## Write angles

**Write to the Point: Writing for Children.** 0 8518 682 4. **Making a Poetry Anthology.** 0 8518 683 2. **Making News.** 0 8518 684 0. **Exploring Stereotypes.** 0 8518 685 9. By John Fogglin. Mary Glasgow Publications Ltd. £1.50 each.

For many English departments this is a time of all change as CSE/O levels bite the dust and GCSE enters centre stage. Associated challenges of new examination boards, classroom management and assessment are major problems yet equally pressing are concerns for the syllabus and the practicality of materials and resources.

*Write to the Point*, a series of well-considered units of materials suitable for GCSE coursework, aims to demonstrate writing as something involving both ordered composing and the finished item on paper. It comprises four 15-page booklets, each containing material and assignments on a given theme for a four to six week period—ideal for courses using systems of modules, units or half-termly credits. Students are addressed directly

with introductions, explanations and suggestions for coursework whether discursive essays, surveys, creative writing or criticism; presentation is clear and bold with much space given to examples of students' work, self-criticism and personal commentaries together with John Fogglin's analysis and tips for improvement. The emphasis is on the need to think, discuss, re-draft and reconsider before assuming a piece of work is ready for assessment.

*Making News* and *Exploring Stereotypes* are the most immediately accessible; the former containing many disciplines—summarising, proof-reading, editing, research—and using examples from the works of fact and literature to examine the newspaper format. The second includes more investigative work on preconceived ideas and the power of words; perhaps by concentrating mostly on male/female stereotyping this booklet falls a little short but there is enough serious work and fun on uses and abuses of language for starters. *Making a Poetry Anthology* encourages writing by demystifying the process and showing the stages needed to finish a fully developed poem. The

accompanying teachers' notes are invaluable with numerous anthology titles and dozens of ideas for teaching, studying, critiquing and writing poetry. The most ambitious booklet, *Writing for Children*, incorporates a "fact work" component—visiting a junior school, observing and working with younger pupils to research the art of story writing—exciting steps for an English syllabus which could eventually become an integral part of a course just as in geography, biology or child development. Writing for a specified reader is an excellent way to heighten awareness of language but this unit will require meticulous preparation to be used.

Preparation being the key word to the series, John Fogglin's teachers' notes for each unit are indispensable and should be thoroughly digested in advance—reading lists for teachers and pupils, lesson plans and timing ideas and coursework, guidelines for assessment and grading. Reasonably priced and with a special offer on sets of 15 copies, this is a timely and stimulating series for a changing classroom.

Jacqueline Fisher

## Feel... think... grow

**The Writing of Writing.** Edited by Andrew Wilkinson. Open University Press £7.95. 0 335 15233 3.

**The Quality of Writing.** By Andrew Wilkinson. Open University Press £6.95. 0 335 15259 5.

**Out in the Open.** By John Blanchard. Cambridge Educational £8.95. 0 521 32129 8; £3.95 0 521 32870 1.

According to those I know who attended last year's International Writing Convention at the University of East Anglia, it was an exciting (if not heady) event. Certainly one delegate (a very experienced English teacher) has told me regularly over the months just how inspirational it was and how he now "teaches" writing with new understanding. For those not present, Andrew Wilkinson, Professor of Education at the university and convenor of the conference, has edited a number of the papers given there. His opening sentence seems to be a coded warning:

"Conference proceedings frequently compete with government reports for first prize in unreadability. (Unreadability?) But, as he points out, some approaches were presented by workshops not susceptible to transference to print. Even so, his propositions are welcome affirmations: 'I think by writing... I feel by writing... I grow by writing...'

The other papers are generally descriptive rather than prescriptive, but which writer, Peter Medway is good on that strange form of writing

which occurs only in school". As he asks, "Who ever heard a writer saying, 'I've got a new description coming out on Thursday'?" It is also agreeable to find Bruce Bennett of Perth University reminding us of the influence of place (or environment) on writing; and Bernard Harrison championing *The Pleasure of Writing*.

Some of the studies make you marvel at how much spare time people in universities must have. One contributor has been able to study at length the incidence of non-finite verbal clauses in main clauses written by children aged 8-12. To do this, he has been able to draw on six other surveys.

With relief one can turn to a companion book: Wilkinson's own *The Quality of Writing*. This is no mere taxonomy of essay modes, but a proper bit of writing. "To speak is to write on water," he begins. "If we wish to consider the words we have spoken we must make black marks on a white page." He goes on to tell us how to write a book. Would that all academics would do the same. Basically it is about the stylistic, cognitive, affective and moral aspects of children's writings. This is not jargon: the author has already illustrated the terms by asking us to think how we would write about the proposition that certain politicians would "sell their grandmothers for political advantage". This is a book that knows the classroom is full of people as well as Mark of all, it makes you think about the comparative value and helplessness of the various writing tasks we set those we teach, and it is a salutary counterbalance to the current pre-

cupation with "skills". He asks his reader not to skip his final chapter. It is worth quoting in full: "This is the end of the book. It is not only a book about writing. It is also a book about the human soul and how we should cherish it, in others and in ourselves."

John Blanchard also believes that English is "learner-centred" but his *Out in the Open* is not so life-affirming. I must admit to being put off by his introduction to what is basically an English department's curriculum. As well as it might have got no further. Schools have to run like clockwork, permission is needed from parents for outings, dinner is at a set time and coaches have to be paid for. Theatre people, on the other hand, respond to the needs of the moment, tend to be single-minded about the current production. A degree of tolerance and mutual respect has been arrived at, however. From the first

cupation with "skills". He asks his reader not to skip his final chapter. It is worth quoting in full: "This is the end of the book. It is not only a book about writing. It is also a book about the human soul and how we should cherish it, in others and in ourselves."

David Sell



Jennie Buckman with "rats" from Kenmont School

## The rat pack

Heather Neill follows the NT's 'Pied Piper'

"There seems to be a rat jam", said Kevin Cahill, the National Theatre's Education Officer, during rehearsals for *The Pied Piper* last week. Too many "rats" (third year juniors from Addison School in West London) were attempting to get through the "sewers" on to the raised acting area. They had space only a foot or so deep under the stage to wriggle through and often arrived headless (ie minus practice rat masks). It looked a horrible, uncomfortable business, so of course every child in the room was clamouring to have a go. In fact, for most of them there was a lot of waiting about. "This", said Sylvester McCoy (the Piper himself) to the fairly patiently waiting rats, "is what acting is really like. Being. You have to keep doing things again and again". Not all the adult actors, faced with this unfamiliar situation, looked quite so philo-

sophic. Kevin Cahill never said a particular teacher's requirement was impossible. In the words of one headmistress, cooperative and delighted to be involved though she is, "The children have got used to adjusting to change if nothing else".

In fact, most children have got a good deal more out of the experience than that. Teachers talk enthusiastically about their growing sense of responsibility to the group, their tolerance, patience, consideration, the change wrought in shy children and the endless possibilities for expanding vocabulary and for follow-up work and spin-offs that will go on for months. In one school four Bengali children who had barely attempted to speak English, came out of their shell and achieved a new status among their peers. At Addison School, class teacher Vivien Fortlidge describes how *The Pied Piper* has informed all the work this term—from making rat kits out of mathematical shapes (to be assembled by infant classes) to musical composition, work on rodents and puppets and even an examination of the balance of nature and of osmosis during the process of drowning. At Kenmont School in Willesden the children have made "Wanted" posters, begun mapwork, written letters to the Mayor of Hamelin—but also to their local mayor (a school governor)—about matters they think worthy of complaint. Carol Oliver and Rosemary Rowland, their teachers, hope to follow this by examining the workings of modern local government.

But the teachers have not been coping with the theatrical preparation on their own. Each school has a tape of the music and each has received (or will receive) regular visits from theatre professionals: Declina Francis the director's assistant, Jennie Buckman who teaches "rats" to be rat-like and Robina Nicholson who helps to polish the singing. Each group can usually expect three sessions a week for four or five weeks and sometimes there are visits from actors too. This has been a major feat of organization for the education department: some schools

have their performances in November, others in January or February and some schools need more support than others. Few will have both a drama and a music specialist to follow up the visits and the children's experience of educational drama and theatre varies enormously.

The play is certainly fun to be in. Adrian Mitchell has kept a few snippets of the Browning poem where they seemed appropriate, but he has taken "enormous liberties" too because "what you can do in a poem you can't in a play". The effect of a straight dramatization of the original would, he thinks, be too stark emotionally so he has invented some humorous characters among the citizens. There is tumbling, magic, spectacle and the final moments—though everyone hopes they will be touching—contain a note of hope: the little lame girl receives the Piper's mantle and will be his successor, while the other children are seen to be having a very good time indeed inside the magic mountain. Even the rats "die" in an ecstasy of greedy anticipation singing a wonderfully evocative song called "Gorgonzola Moon".

The costumes (by Sally Gardner) and sets (by Roger Glossop), promise, thanks to sponsorship by Deloitte Haskins and Sells, to be gorgeous. Patchwork cloaks are being made by students at Godolphin and Laymer School from the bit boxes of The Royal Opera House, the NT and some well-known designers. (There might be some of a Princess Diana ballgown in there.)

Getting children to the theatre in time (with packed lunches), getting them to remember their cues and to be rats when rats all the time (Jennie Buckman: "The only still rat is a... Children... dead rat!"), getting actors and children to mix naturally, getting the amateurs to reach their peak at the right moment—and avoiding boredom from repetition—none of this is easy. But it is worthwhile. As Kevin Cahill says "If we can't do it, who can?"

In repertory from Saturday

## Track-suitors

Everyman, Bromley Schools Drama Group.

The wackier extremes of the women's movement have yet to hit the outer London boroughs, so it was perfectly possible for the Bromley Schools Drama Group to mount a production of *Everyman* and call it *Everyman*. But such punctiliousness was hardly neces-

sary since director Ursula Wright had taken a blue pencil to just about everything else in the 15th-century morality play.

Thus, ten dancers played the seven deadly sins and, happily less confusingly, there were no less than five Everymen (two male and three female). Wearing trackuits (for they were apparently some kind of sports team), they jogged their way through a series of very 20th-century allegories. One of the five actors playing Death wore a radiation suit, another carried a rifle. Kindred (and Mrs Kindred) swigged Scotch from a drinks trolley, and so on. Least we still missed the (theologically debatable) point that *Everyman* has a contemporary relevance, everything happened in a long, dim arena with a

three metre high papier mâché God at one end and the front office of a firm called Goods Ltd at the other. It all made for a weird evening's entertainment for, though the dialogue was to some extent modernized, a football referee (Discretion) still told one of the Everymen to larry, and like everyone else, peppered his advice with thees and thous. More seriously, it was genuinely puzzled about what befell the five track-suitors. Everyman when they finally reached the great changing-room in the sky. They encountered the Deaths once again, but their departure, to whispered chanting, resembled nothing so much as the final incineration of Don Giovanni.

Hugh David

## ARTS

### Television

## Bias binding

A Week in Politics (Channel 4, October 31) brought together MPs from all the leading parties to discuss the creation of a standing committee to monitor the BBC, following criticism from Conservative Central Office of bias in news reporting. The programme took the form of a parliamentary debate in a set designed to look like the chamber of the House of Commons, presumably since that is the place where political bias is demonstrated with the highest degree of professional competence. Moving the case for greater regulation of the BBC, Teddy Taylor advanced the idea that it has been led to abandon high standards of objectivity in the search for ratings, while Austin Mitchell, opposing, replied that Norman Tebbit's campaign was an attempt to muzzle the BBC in the run-up to a general election. For an unbiased observer, the most interesting aspect of the programme was seeing these gentlemen at work and the extent to which the conventions of Parliament govern what they say and how they say it.

Though criticism of hidden bias in the presentation of news more usually comes from the Left, there is nothing particularly original in Mr Tebbit's remarks: the surprise is the source and the assumption that any form of reporting can be "objective". For the most part, as I noted earlier this year (TES, June 27), the producers of documentary programmes seem to make a conscientious effort to give equal time to each side of a question and they are acutely conscious of the danger of bias. But what does "being fair" mean in a current affairs documentary like ITV's *Spear of the Nation*, screened last week (October 20)? This was both a history of the African National Congress and an assessment of its present policy of violent resistance to apartheid, as well as the possibility that the ANC leadership might be unable to control developments inside South Africa if or when the struggle increases in intensity. Hardly a single statement made by those interviewed in the course of the programme, or in its commentary, could be understood without reference to a whole complex of arguments on the use of force to achieve political ends, and there simply is no "neutral" approach to such a topic, any more than there is to the one examined in Panorama's excellent investigative report on the Iraqi use of chemical warfare ("The Secrets of Samarra", BBC1, October 27).

Robin Buss

## Old testaments

Royal Theatre in Education Northampton: Mrs Colly Pepper. Half Moon YPT: Chubb.

Theatre in education, they say, is a young actor's medium. The average age of actor teachers is, at a guess, 27. TIE is also highly conscious of prejudice, sexism, racism and discrimination against the disabled are high on the TIE list of foes. Companies are integrated. Black actors play black parts. Disabled actors play disabled parts.

So when Northampton TIE choose to stage a performance piece for upper secondaries about how we look at old age, it seems surprising that the two elderly characters are played by standard TIE issue young performers. Not that they play the roles badly. The company's standard of performance is consistently high. This piece, about a lonely old lady whose faith is temporarily restored by her relationship with a straight talking teenager (whose initial reason for visiting her in the Ladywaiver Residential home is to steal from her) is no exception. In both the admirably unselfish play and in the ensuing workshop, issues are dealt with in a constructively provocative way. Taboo topics, like senility and old people's sexuality, are treated with sensitivity.

However, as young people in a Northants school quizzed a young actor in the role of an elderly gentleman, it occurred to me that an old actor in the role would have been more effective, not only dramatically, but in terms of the hidden and discriminatory message, if "ageism" is to go on

the TIE hit list—and Mrs Colly Pepper is an excellent medium to get it there—then it's time TIE recruited the right kind of actors to deal with it. There should be more older performers in TIE anyway. If only to stop young customers getting the impression that these hardened professionals are students, doing the job purely for the love of it.

Back to racism, in Half Moon YPT's *Chubb*, set in Tobago at the end of the 18th century. Chris Bond adapts and directs a strong Chris Searle short story about a black British soldier's part in the quelling of a slave uprising on the island. The cast of four work manfully to flesh out the piece, whose theme is the enslaved mentality of the perpetrators of slavery, and there are some good minimalist effects.

However, the overtones of the crucifixion in the execution of the slave leader Chubb (with the black soldier in the role of centurion) seem a bit irrelevant, and the small cast are in the end defeated by the breadth of the material and the short playing time. The set—a map linking Africa, Britain and the West Indies—looks ingenious, but new gets used as a dramatic or explanatory device.

*Chubb* could certainly be useful to teachers who are already involved in teaching about slavery or the history of racism, but as a "stand alone" performance piece for upper secondaries it's a little thin—disappointingly so for a play with such an important subject.

Nick Baker

Royal TIE Northampton: 0604 27566. Half Moon YPT: 01-791 1141



## Literary competition

Competition No 80. Report by Charybdis

Competitors were invited to show well-known novelists desperately striving to embody contemporary subject-matter.

Not as many entries as I'd hoped, but the best so entertaining that I confine introductory comment to commendations. To George Moor and Hazel Stanley for their brave stunts at Mrs. Pringle (insisting, respectively, on being addressed as "Ms" and on the validity of women's ordination); and to Bill Greenwell, who would have won a prize with his goodish Hardy if he hadn't wandered way, way over the already-generous word-limit. £12 each to the entries printed.

Aldous Huxley

George Strongtham looked up from his music to the television set, where Ann Diamond was questioning two rival politicians on some rebarbative breakfast programme. How they sickened him, these whey-faced Lilliputians chattering like monkeys about their precious Youth Training Schemes and British Gas Flotations! Obeying a dark force deep in his solar plexus, he tore off one of his trainers and flung it at the flickering screen. The lightweight man-made sole and upper bounced away harmlessly.

"Look at them, Dora," he fulminated. "Conspicuous, the pair of them! They stuff themselves into pinstripes and then stuff themselves with saturated fats and carcinogenic additives - no wonder they've forgotten what a real bowel movement feels like. An enforced wholefood diet and a spot of primal scream therapy would do won-

ders for Western democracy."

"For pity's sake, George," Dora's brittle voice rang out. "Why don't you just put on a woolly hat and buzz off to Greenham Common? How can you be so lacking in any postmodern sense of ludic irony? All this Leavisite moral earnestness simply isn't user-friendly."

Peter Norman

In which Mr Henry Fielding, novelist re-incarnate, visits sundry Alpine stations and observes at first hand the Sports of Winter.

If, in the season of SKI-ING (a barbarous phrase by which common folk denote that genteel dalliance which on the well-wooded slopes of Italy passes as exercise for the wealthy) the bobbie-busted sing on slats should mediate the amorous pursuit of that fair hind whom he perceives a-val and she should shrink, touched somewhat, either of fear of frolic, of nicety or skittishness; if frigidity of clinic should congeal sweet Cupid's heat; if all Nature conspire to thwart his feline schemes; then see him stamp snow from his boots in rage, and retreat to that sulphurous room next to the tavern. There he labours at a JOYSTICK, prods and probes on basalt buttons, to view with glee the cohorts vanquished by his sure touch.

What are we to understand by this? For, dear reader, doubt not that with the sunrise his profane and worldly

slitherings do resume: again he ploughs the snow yet never can approach his prey.

J F Collins

Norma Doole. By R D Blackmore.

"You are well out of order, sunshine," growled Curver Doole, fingering a Stanley knife. With a black and sullen scowl, he gathered his mighty limbs and emerged from the puce Roller;

then he uprose and gazed upon me, being thus wont to put the frighteners on the punters. "Having it away with our Norma is def'nally not kosher, my flower."

I made him no answer, disdaining to sully my lips in converse with such as he; but, reaching within the conveyance, I plucked out one of the little red-glowing Death's-heads from the hinder shelf, and cast it forth into the dimity of Soho Square.

With a vile oath, he sprang upon me and made endeavour to remove my nose; but I, taking him by the fork of his jeans, hoisted him up, much to his distress; and, Fate intervening at that very juncture - Oh joy! - the portals of Norma's 24-Hour Stripperama flew wide, and - Oh glory! - there was my darling, clad in nought but three beads and a python, crying - "Johnny! Quit playing silly buggers and get back in behind them drums."

R W Burt

Dorand Yates

"I simply must go to Tesco's," said Jill.

In ten minutes we were in the Ford Escort.

"Were I to ask," said Berry, "the reason behind this precipitate departure, no doubt I should be subjected to insult."

"Be quiet," commanded Daphne. "We're quite out of washing-up liquid."

The late summer sun sank in his glory behind the nuclear waste dump.

"And to think," mused Berry, "I fondly imagined the conqueror of Bubblefroth I uncovered yesterday whilst rooting beneath the stairs sufficed for our immediate requirements."

"What?" shrieked Jill. "You never told us!"

"I scorn the mysteries of the sink. They are unbecoming."

"Chauvinist pig," said Daphne. "Tell him, Boy."

"They washed up this morning," I said, "with toilet soap."

"Faugh. The very notion pollutes my consciousness."

I turned on the radio.

"An outbreak of skin eruptions," said the announcer, "has been traced to radioactive contamination of the detergent Bubblefroth. People are advised -"

We drew up outside Tesco's.

"I take no credit," said Berry. "I shall merely permit others to propel the trolley."

"Beast," said Daphne.

R D C Whyard

Jane Austen

Fanny sat down again on the bench facing the lu-ha. She had been unable to carry on jogging with Mary and Edmund. Why did London values Marathons, she pondered? Since the Crawfords arrived, Mansfield had been quite transformed. It was inevitable that Tom, led on by Henry, should turn the Park grounds over to 'Three-Day-Eventing' but everyone seemed infected by the mania to keep fit. Mrs Norris did not stop to advantage in a leotard, though Fanny in her heart thought she would never have uttered such criticism loud.

At one time, a walk round the shrubbery had passed for ample exercise; indeed, Fanny found any longer walk gave immediate rise to a sad headache. Here came Henry and Maria now, leaping the spikes in the lu-ha with a thought for decorum.

Fanny sighed again and gently started her isometric exercises. She must get fit and Lady Bertram would monopolise the exercise bike!

Laura Garratt

Competition No 81 Set by Scylla

"Whose pet are you?"

"I am his Highness' dog at Kew; Pray tell me, sir, whose dog are you?"

You are invited to suggest an answer that might be given by the perspicacious pet of some well-known personality, past or present (if the latter, printable and not libellous please). Eight to ten lines of stylish rhymed couplets by November 19.



## Apartheid's roots

What does apartheid mean to those who are involved? Beverley Naidoo reviews materials on South Africa

A History of South Africa

£3.60 (incl p&p)

Leeds Development Education Centre, 29 Blenheim Terrace, Leeds LS2.

Apartheid: A Teaching Pack

£2.30 (incl p&p)

Trade Union Resource Centre (TURC), 7 Frederick Street, Birmingham B1 3HE.

Africa: A Handbook of Film and Video Resources

£6 to BUFVC members in UK; £11 to non-members (incl p&p)

British Universities Film & Video Council, 55 Greek Street, London W1.

The producers of A History of South Africa

members of a Development Education Centre working in collaboration with teachers in West Yorkshire - set themselves clear and credible aims. Designed for inter-disciplinary use with secondary students, this pack is intended to encourage young people to examine their own attitudes

to South Africa as a place closely connected with Britain; to scrutinize information from different, often conflicting, sources; to challenge misconceptions when presented by the South African government, the media or traditional 'white person's history'; and to perceive what apartheid means to those involved.

Although the producers wish to cultivate scrutiny, they do not pretend to be neutral. Indeed they specifically advise those using the material to avoid attempting to seem unbiased since value judgements are inherent in any selection of approach. 'Our values are reflected in the pack; we do not believe that it is possible to be neutral about issues such as human rights, violent/non-violent protest, links with Britain and sanctions.'

Their second piece of advice is likewise salutary: 'Avoid labelling all white South Africans as bad and all black South Africans as good.' The focus should rather be on how people's attitudes are affected by their experiences.

Any teacher picking up the material

will immediately recognize its emphasis on communication and participatory learning. Here is visually attractive material that is directly accessible to young people themselves, encouraging them to work through various activities - in which discussion is a major element - and to draw their own conclusions. The pack is designed to be flexible with Teacher's Notes accompanied by four separate but inter-related units, each focusing on a different stage in South Africa's history: 1837 and 'The Great Trek'; 1939 and the decision of the white government to enter the war against Germany; 1976 and the uprising of black students in Soweto; and South Africa 'Today' with issues such as human rights, violent/non-violent protest, links with Britain and sanctions.

With regard to the content, I have two reservations. The first concerns the nature of the 'evidence', such as the personal testimonies and letters written from the perspective of fictional characters based on historical research. Although the criterion of accessibility to readers is very welcome,

it is nevertheless noticeable how much stronger such material is when it is real and first-hand - as in the unit on 1976 - than when it has been 'created'. This unit would also be powerfully supplemented by the recent publication, *The Child is not Dead* (British Defence and Aid Fund/LEA), the impact of which lies in providing a wealth of direct comment.

My second point concerns the selection of the focal dates. If we wish to understand the links between our two countries, the issues of 1939 seem a diversion from the far more crucial period of the Anglo-Boer War. After the discovery of the world's largest concentration of gold in the Transvaal, the British government waged war for three years in order to gain the political control necessary to ensure that the world's basic money commodity would be produced steadily and with maximum profit. Apartheid's roots lie deep within the structure of the cheap labour system devised for the mines and we delude ourselves by associating it rather simply with the 'Africanisation' of the country. Perhaps the project team will consider developing a further unit on the Anglo-Boer War, including first-hand documentation to present varying perspectives on what was a 'white man's war'.

*Apartheid: A Teaching Pack* is a compilation of recent statistics and information, using newspaper articles, quotations and photographs to focus on present-day oppression and resistance as well as on some of the links with Britain. It provides a brief overview on race classification, employment, education, health, the police and military repression. The language and format will unfortunately restrict it to older students who already have an interest in the subject and who do not require the stimulation of activities and pertinent questions.

*Africa: A Handbook of Film and Video Resources* is a catalogue of over 500 items available for hire, free loan or sale, as well as detailed information on national and specialist archives containing film on Africa. A brief annotation on each film indicates its content. The material is divided into sections such as Education, Economic change, Politics or Women in society, then further sub-divided under countries. A contents list and a title index enable ready reference. There is also an index of distributors and addresses, as well as a select bibliography.

This should prove a most useful guide to resources for secondary schools and higher education. For instance, anyone wanting to show their students something on apartheid will find a choice of 61 films in the section under Politics alone.

## notes

**EDWARDIAN CHRISTMAS PARTY**  
A pack of brightly-coloured cards has been designed to make up an Edwardian drawing room decorated for Christmas, with children dressed up for the party. The pack contains six cards, together with a leaflet giving full, clear instructions on how to make up the room and its contents. The cut-out figures stand up and can be positioned and moved about as necessary.

The pack is produced by Orchard Books, 10 Golden Square, London W1R 3AF, price £4.95.

**PLAYSCREEN**

'Playscreen' is an aid to imaginative play evolved from the simple cardboard box. It has been produced in consultation with the Design Council for children of two and upwards to create play situations. Playscreen folds flat for storage, although it consists of nine hinged panels which unfold to an area sufficient for a number of children to play in. It transforms into dozens of different arrangements such as buses, castles, boat with portholes, playhouse with garage, hidey-holes or cubicles with peep holes.

It is built of tough wipe-clean material and can be used inside or out, with some of the inside panels featuring a clock with adjustable hands, a letter box, two windows and three basic shapes in primary colours. Price £29.95 + VAT. Welcut Models Ltd, 18 Napier Road, Croydon CR2 6MG.

**GCSE TRAINING PROGRAMME**

The British Theatre Association is offering weekend courses this autumn aimed at preparing teachers for the GCSE Drama syllabus. The courses are being held at the BTA's premises at Regent's College, Inner Circle, Regent's Park, London NW1 4NS. They will include Acting and Improvisation, Text in Performance, Voice and Movement and Assessment in GCSE Drama. Each course will run from 1.00pm to 4.00pm each day at a cost of £35 per weekend. Further information and application forms are available from Victoria Thompson, BTA, Regent's College, Inner Circle, Regent's Park, London NW1 4NS.



Floyd Wilson, Community Music student

## Everyone is musical

If there is any truth in the received wisdom that Britain is irredeemably suspicious of improvised music, then an innovative education project known as Community Music is in for a tough time.

Community Music sets out to revolutionize music education by preaching that music is "as basic as breathing". As such, they say, conventional elements of music lessons such as harmony and reading music are unnecessary and even inhibiting complications to the art of music making. This has been the Community Music's guiding principle since 1983 when they first set up as a mobile educational team funneling professional musicians into the community to run workshops. But the principle has now seen a more determined application in the establishment of a Community Music School.

The School, based at the Community Music headquarters in North London and funded by the Manpower Services Commission, places 50 unemployed people with or without musical experience on a year's course. The objective is to provide an alternative music school for those people who claim that they have been frustrated in their musical ambitions by conven-

tionally minded music teachers. "Right from the early days at school," says Dave Marchant, a Community Music teacher, "if you can't sing, aren't in the school orchestra, or don't have an interest in classical music, you are labelled as tone deaf. The result is that many people are prevented from pursuing their interest in music."

According to Community Music, everyone is musical and by concentrating on improvisation and aural skills, an approach which does not depend on prior musical training, the school believes that its students will make better progress in music than if they'd concentrated on theory. Students, for example, are taught rhythm through tapping their feet and swaying rather than by mathematical computation.

Having been through the course, many Community Music students are now developing and running their own community projects along the same principles. But whether the Community Music students will be able to permeate the state education system remains to be seen. The students have themselves been taught by professional musicians rather than qualified teachers. Furthermore, as there is no formal qualification, artistic or musical, awarded to the students at the end

of their year-long course, no education authority is likely to take their application for employment seriously.

Stephen Firth, Music Education Officer for the Arts Council, anticipates some resistance to the introduction of Community Music students into schools, particularly from schools which are proud of their traditionally orientated music departments. Nevertheless, he does believe this approach might open up new possibilities for schools wishing to promote music as a leisure activity.

Whether specialist classical musicians have anything to gain from improvisational methods is less certain. However, Alison Tigell, a Community Music School student who has experienced both approaches, believes that the Community Music School has taught her to reassess her own musicianship. "The Community Music approach," she says, "is about sincerity and honesty."

Kati Whitaker

For further details contact Community Music, Unit 9, 105 Blundell Street, Acton Centre, London NW7 7BN. Tel: 01-700-4700.

## D-day special

D Day: special needs drama focus day, November 1.

The Diorama, Park Square Enst, London NW1.

This series of workshops, for arts workers, teachers and special needs organizers, was run jointly by ILEA, Cockpit Theatre and The Diorama, and organized by John Coventon, Cockpit Theatre Schools Drama Tutor, and Ashley Grey of Graeme TIE. The peg was the publication of the Cockpit's excellent *Special Needs Drama Directory*, listing 77 individuals and groups working in the field and detailing their particular suitability - eg for those with learning or behavioural difficulties; or for the visually, motor or hearing impaired - as well as for integrated groups.

Integration became the theme of the day, with the general feeling that although it may be convenient to treat people with apparently similar special needs separately from the rest of the community, the resultant lack of contact creates further barriers and misconceptions. The plea for access, independence and integration is not simple to do with ramps and hearing loops; it's to do with socialization - not just places but people.

Graeme TIE, a company of performers with disabilities, outlined their new workshop for mainstream schools (9 to 11-year-olds): *Equally Street* is

designed to increase awareness of the practical difficulties faced by disabled people. Phil Jones of Artsreach conveyed in just an hour some indication of the kind of work that might spread over a term of weekly visits to a special school. The activity selected was "shopping" and it was possible to see by the end of the session both what it is like to be less able to cope with what is often a complex and potentially stressful procedure, and how his techniques could build confidence by using an aura of security through familiarity and play.

Other sessions were taken by Bob 'Thingummybob', working with puppets and music; Wolfgang Stange, whose movement workshop involves all disabilities and integrated groups; Ujjwala Arts, specializing in African and Caribbean cultures, and Graeme TIE, which works with hearing and visually disabled young people and is aiming to develop a permanent integrated company. The day was completed by a performance of *Never Mind, We'll Work On It* by the Strathcona Theatre Company, devised and choreographed by the performers, all of whom are disabled. It will be at the Cockpit later in the month and tours during the autumn.

Jill Burrows

The Special Needs Drama Directory (London area), price £1, is available from the ILEA Cockpit Theatre, Grafton Street, London NW8 8EH.

## Integrate

Disabled Drama Week at Mansfield Community Arts Centre.

A group of young people stood in a circle. They were being led through a warm up exercise. They chanted vigorously at imaginary pieces of gum, flicked it into the air, caught it on a knee, a foot, a shoulder. Those who found that the exercise required parts where they had little or no mobility, did what they could.

One boy said he couldn't move his knees, couldn't shake his legs. "It doesn't matter," came the instruction, "do what you would do." Finally they all laid out flat on the floor, except for those in the wheelchairs. They flopped over from the waist, relaxed, silent and concentrating.

The workshop was at Mansfield Community Arts Centre. It was part of their annual drama week for able-bodied and handicapped young people.

Further details from Cliff Laycock, Mansfield 653309; Alisa Parley and Sue Dennis, Nottingham 855061.

Fairley and Steve Dennis, two actors who specialize in leading integrated schemes. Alisa, who should know what she is talking about because she is blind, doesn't believe in making concessions for the disabled, only adapting where necessary. Two days into the week you could see the kids lose sight of the wheelchairs as they began to see the people inside them.

The Centre, under the direction of Cliff Laycock, operates a policy of including, not excluding the disabled. It employs community drama workers whose brief is to co-ordinate activities for the able-bodied and the handicapped. There are theatre visits, trips to rock concerts, and a disabled arts day with information on tickets and access. Companies whose work has a special relevance are booked; Graeme TIE, for example, are regular visitors. Other groups too are beginning to offer workshops that can include the disabled.

It takes a lot of time, a lot of work. There's a growing band of kids in Mansfield who think it's worth the effort.

Nick Wood

4 Imagine how much more compelling a French dictionary would be if you could hear an authentic French voice pronouncing each word, see colour diagrams and perhaps moving illustrations of meaning, consult cross-references at the touch of a button. Now imagine being able to switch the translation into any of eight languages.

## Media mix

Jacquetta Megarry reports on the marriage between compact disc and computing technology

trayed it as an upmarket consumer product in the personal stereo tradition, aimed at the domestic, public information and educational markets. With its built-in 68000 microprocessor and advanced real-time operating system, it needs no peripherals beyond an ordinary domestic television (any standard). CD-I hardware will also play regular compact discs through a hi-fi system, so it could supersede standard CD players for customers who will pay the few hundred dollars extra.

CD-I offers endless possibilities for the media mix, with trade-offs in quality and quantity. Forgoing the range is from 144 minutes of hi-fi

stereo to 10 hours of "speech-quality" in stereo (double all figures for mono). Similar trade-offs exist for picture resolution and colour quality. Each disc can offer a unique mix and allocate its space to suit the application. Thus an illustrated talking-book CD-I might allocate 80 per cent of disc space to sound and divide the rest among visuals, text, index and program. An educational CD-I might need 75 per cent of space on visuals, 10 per cent for sound, 5 per cent for text and so on.

Reference works offer the most obvious examples of educational CD-I applications. Imagine how much more compelling a French dictionary would be if you could hear an authentic French voice pronouncing each word, see colour diagrams and perhaps moving illustrations of meaning, consult cross-references at the touch of a button or mouse. Now imagine being able to switch the translation into any of eight languages (16 if mono sound quality suffices). A country's scenery, literature and lifestyles could be captured with folk-songs and dances, grand opera and pop music, painting, sculpture and maps, photographs and guides. This could provide the ultimate Baedeker for affluent tourists or the promised land for foreign language teachers.

CD-ROM and CD-I are expected to appeal to different markets. The compatibility between all three CD formats could result in added value rather than competition. Recent standards

provide for a single player to be able to search large databases on CD-ROM under computer control as well as playing audio CDs and working as a stand-alone CD-I system. The technology of mastering, replicating and reading all three types of disc is virtually identical.

Compared with on-line database searching, CD-ROMs have many advantages: savings in telecommunications and connection charges, flexibility in local access and printing arrangements, and freedom from line noise and connection problems. Above all, since the system once acquired is free to users, it creates a comfortable context in which people can learn to use it effectively.

Grolier's *Academic American Encyclopedia* was the first CD-ROM product for the general public, and at \$200 for 30,000 articles (9 million words) on instant access, it seems very attractive. It's about the only CD-ROM that is not confined to the world of MS-DOS computers and can work on any CD drive. A pull-down menu combines a dictionary and thesaurus with powerful indexes and a topic map to help users to orientate themselves. A split-screen option shows text on the right and the contents outline on the left.

CD-ROM's brilliant searchability is not without its dangers, however. One of Silver Platter's recent discs is a complete listing of all available addresses in the UK by postcode. Recently an American bank had attracted investments of \$10 million by selectively mailing all house-owners in a certain price bracket and of several years' standing at a time of falling interest rates. In that context, the idea of all the telephone directories in Europe on a single CD-ROM, may be sinister, side.



## RESOURCES/SOFTWARE

## Turn tale

**Microstory**  
Microelectronics Education Programme  
Price £11 for the BBC Model B  
ESM, Duke Street, Wisbech, Cambridgeshire PE13 2AE.

*Microstory* is an exercise in applied structuralism, based on sets of questions which provide outline structures for stories. Each question acts as a prompt for new material or development, and may be reinforced by a word inserted by the program directly into the text, although such words cannot be deleted, and so have to be accommodated in the user's response. Once pupils feel that a question has been fully answered, they press RETURN to save their work and call up the next question.

The first series, adapted from Aesop, comprises questions such as: Where does the story take place? When? Who is involved? What happened suddenly? What happened finally? What's the moral of the story? It is easy to amend or construct lists of questions, and stories can be saved, printed or adapted for use with a microprocessor.

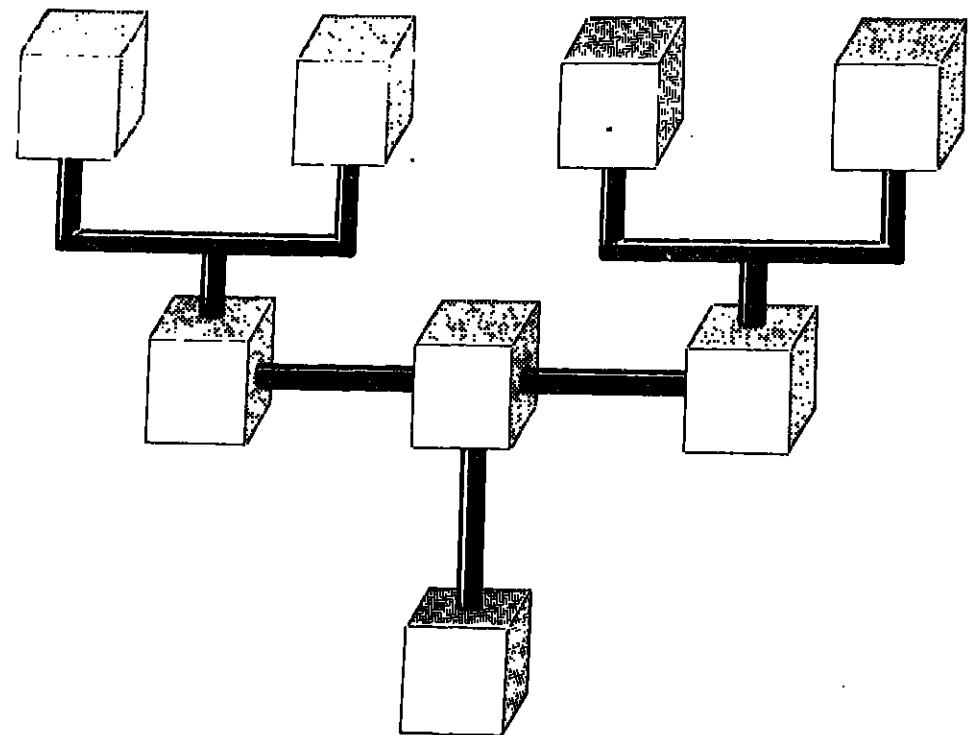
The authors argue that "many children never get much further than the opening part of a story before ideas dry up," and that their program "provides support where it is most often needed - in sustaining the narrative through the middle section and in creating a satisfying sense of an ending." The Aesop series, however, shows that the program is less carefully targeted than this, as questions and indecipherable prompts are inserted right from the beginning, and continue to appear whether or not they are relevant to the ways in which the user's story is developing. It is, therefore, inherently less flexible than wordprocessing, which allows the teacher to provide appropriate help and advice whenever it is needed as well as offering more convenient text-handling and printing facilities.

Such objections might have been overcome by evidence of the benefits to children's writing, but instead the authors have written a demonstration story themselves, based on the opening scene of *Great Expectations*. Unfortunately, however, in the process of extracting the structure from its context they have lost its meaning, and are left with an empty dialogue and an encounter which has none of the sense of terror and foreboding of the original. They have still to show that their program's effects on children's writing have been more positive.

John Bald

## Media

This week's Media reviews are on page 45



## The deciding factor

**Resolve**  
Decision Analysis Unit, London School of Economics  
For BBC Acom with 40/80 track disc drive(s), £49 + VAT  
Available from COIC, Marketing Department, W1103, Moorfoot, Sheffield S1 4PQ.

If you were to try to categorize this software in the normal way, you would have considerable difficulty. It is not obviously any particular part of the curriculum (although some of its origins lie in the careers area), nor does it claim to impart knowledge since it doesn't contain any. It could be said to be emancipatory in the widest sense of the word: this software is truly content-free in that even the introductory text can be changed by the teacher and only three words (these too can be changed) constitute the "content". So what is *Resolve* all about?

It has its roots in the analysis of decisions. The consequences of decisions made about a general topic selected by teacher or learner are analysed by the system and presented to the user. Choice of career is a topic which lends itself easily to this kind of analysis and it is no coincidence that the Careers and Occupational Information Centre collaborated with the LSE's Decision Analysis Unit to develop this powerful package.

The system is set initially for careers education teachers to use with Rewards, Risks and Lifestyle as the three

"areas of concern" when working with groups of pupils who are thinking about choice of career. The group is encouraged to break down these concerns into more specific issues, for example, rewards can be finance, interest or holidays. Each of these is offered for further sub-grouping - interest may be in the task itself or the people to be met and so on.

## Mike Aston reviews a program on decisions analysis

It is clear that quite a complex tree diagram or "flow chart" can ensue from this approach to decision making. *Resolve* allows the group or an individual to store the tree diagram, giving weightings (1-10) to the options and ideas that evolve from discussion and resolution in the group. At any stage, the user is invited to make changes in the structure evolved.

When the self-analysis is complete, *Resolve* computes a preference order of the three (or more) main "areas of concern", giving a score between 0 and 100. The system further offers the opportunity to review weights attached to bottom-level attributes, and to adjust them to reflect differing assumptions or the user's uncertainties about the material entered during the initial running of the program.

In each case, the changes made ripple through in the same way as a spreadsheet and a revised analysis is offered to the user. Two useful options in the package are the ability to leave the system part way through, store the structure, and come back to it later, and a good print-out feature.

The package itself consists of a teacher's booklet (48 pages of A4) and a case study supplement (58 pages of A4). The manual is well written in a non-technical style but with an appendix to aid part-storing, printing and investigating the model used.

The case study supplement offers some very interesting applications recorded in a variety of schools and illustrates the cross-curricular nature of the package. The consequences of a young couple becoming parents, the Irish dilemma, smoking, nuclear power, and location of industry are just some of the topics tackled and what happened in the various classrooms makes for quite a good read. One classroom proved something of a disaster, not because of the package, but a combination of technology failure and classroom management problems. *Resolve* has the ingredients to join the small group of packages which stand the test of time, are used by a variety of teachers in many areas of the curriculum and become available on the range of machines found in our classrooms.

Mike Aston is Deputy Director of the Advisory Unit at Hatfield in Hertfordshire.

## Trial heats

J J Wellington on a 'specific applications' package

**Housewarming**  
Price £8 + VAT for the BBC Model B  
Produced by Resources for Learning Ltd, Bradford, for the Solid Fuel Advisory Service.

This is a small, but useful and enjoyable program for schools which could be used in a number of subjects but probably fits most easily into the science curriculum. At a time when the trend in educational software is towards content-free packages, a "specific applications" package of this kind goes against the tide but is nevertheless a welcome addition. Content-based programs such as *Housewarming* can be of value in secondary schools if they slot easily into the curriculum and are cheap. This program meets both criteria.

*Housewarming* is designed to allow pupils to discover how "heating energy" can be conserved in the home, to save both fuel and money. (Note the rather than "heat" energy - somebody has been reading recent discussions on the nature of heat in the Science Education journals.) The program user is given a choice between a variety of fuels and heating

systems: gas, electricity, oil and solid fuel. With each system a clearly-displayed range of energy-saving methods can be employed to save fuel and money. These include shutting doors, closing curtains (and other free options), as well as more expensive methods like loft insulation, pipe-lagging, solar panels, and cavity-wall insulation and the smaller choice of buying a cow to produce methane (I can think of better uses for a cow).

The user's strategy is divided into four three-monthly periods, one for each season. Within that time he or she cannot spend more than £100 in three months or £5,000 per annum on fuel and improvements. Also, the house temperature must be kept at 18°C or above in living rooms - some might consider this high but statistics do show a steady upward trend in living temperatures since the turn of the century.

Each heating system can be compared, the cost of installing each system and its efficiency is displayed on the screen - electricity: 95 per cent efficiency, £1,400; solid fuel: 72 per cent efficiency, £1,750, and so on. Prices quoted seem fair, though I have not checked them, and the program does not read like an advertisement for solid fuel. After running through a

simulated year (from spring to winter) the user is shown a picture of the house and the places from where the "heating energy" is escaping (walls, windows, roof, etc) are indicated in percentage terms.

A bill is presented after each quarter and the users are told either that they have done well or that "we're not impressed". Finally, at the end of the year, they are given a score related to their success in conservation through the four seasons. Two small criticisms: first, the actual score tally is a huge number, eg 65,813 out of 100,000 was one of mine; second, a facility to print out a score and keep a record.

I would recommend this program to teachers of middle years and secondary age pupils. It is clear and easy to use - little documentation is given, but little is needed. The graphics are attractive and colourful, all the screen messages are helpful and simple. The system and its efficiency is displayed on the screen - electricity: 95 per cent efficiency, £1,400; solid fuel: 72 per cent efficiency, £1,750, and so on. Prices quoted seem fair, though I have not checked them, and the program does not read like an advertisement for solid fuel. After running through a

bits

## DOMESDAY UNIT

The Domesday Unit at the University of Hull is working on a project to computerize the entire text of the Domesday Book in Latin and English. When completed, the database will be available for the purposes of teaching and research on a university mainframe computer as well as on a microcomputer. It is hoped that it will also be a valuable tool for teaching at secondary and tertiary levels.

Further details of the project are available from Virginia Davis, The University of Hull, Department of History, Cottingham Road, Hull HU6 7RX.

## MEP READER

The Microelectronics Education Support Unit has put together a collection of case studies involving the use of expert systems in schools and colleges, entitled *Microelectronics Education Programme (MEP) Reader*. It is directed at ordinary primary and secondary teachers and their advisers. The contributions are largely anecdotal and are intended to enable teachers not directly involved with the work described to share the frustrations and successes, and to learn of the possibilities others have seen for classroom use of expert system shells.

Details as to distribution of the MEP reader are available from Philip Russell, Microelectronics Education Support Unit, 4 Coleshill Terrace, Llanelli, Dyfed SA15 3DB (tel no: 0554-774951).

## BBC TELESOFTWARE

The BBC Telesoftware service is offering a new feature for micro users who wish to venture into assembly language and machine-code programming.

Starting in the second week of January 1987, BBC Micro owners with a Teletext adapter will be able to receive free of charge, a series entitled "OSBITS", which is designed to help with mastering the BBC Micro's built-in assembler. The series of 26 parts will aim to provide an introduction to machine code programming and to the machine's operating system. Each part is accompanied by associated software, and is available for downloading at any time during the week of transmission.

For further information contact Jeremy Brayshaw, Telesoftware Organizer, BBC Enterprises, Room A3080, Woodlands, 80 Wood Lane, London W12 0TT.

## English



GCSE English is finally with us

## A cautious welcome

The problems about the introduction of GCSE are so frequently reiterated that it must surely be time for a positive word to be said, otherwise we may lose sight of one of the most significant opportunities for English teachers since the introduction of CSE. Though it may be hard to remember, there was a time, and not a very distant one, when we all looked forward to the arrival of the "common" exam at 16-plus and now, however lamely and awkwardly, GCSE English is finally here with us. The opposition of the main unions was not based on the new exam itself. However much we all endorsed that opposition, most teachers were still, even at the time, looking forward to the opportunities that GCSE presented.

Most English teachers agree that CSE/GCSE exams have not only been divisive (in the worst sense) in the last two years of schooling but that the "backwash" of O level has had a negative effect on much English teaching throughout the secondary and primary sectors. What GCSE should produce is a much greater degree of continuity and harmony within English teaching in that it allows for a curriculum designed to cater for all abilities throughout the years of compulsory schooling.

What I wish to focus on in this article is the liberation that GCSE offers in the years leading up to the final, inevitable exam or coursework dominated ones. One of the simplest but most potentially significant differences that GCSE should offer is an end to the narrowness and early elitism of O level. Many teachers were able to defend their pupils' gruel-like diet of comprehensions and summaries by a simple expedient of uttering "but they need it for O level", as if this were some undeniable good. Many parents supported this line unquestioningly, often for worthy though misguided motives: they did not realize the comparative exclusiveness of the qualification they had come to believe was the only one worth having. The narrowness of O level English work will certainly pass unchallenged by most. Fortunately, one of the much improved O level

## ANDREW GOODWYN

courses - mostly literature - of recent years have had a considerable and very beneficial influence on the formulation of the new exam.

Undoubtedly one of the greatest liberations, particularly for lower secondary English, will be the increased emphasis on oral work. There is now so much evidence to support the need for oral work that I certainly do not need to rehearse it here; however, the effects of this evidence have been comparatively slight. GCSE will definitely lead to more pair, group and class oral work in English and, I hope, to more confident and articulate pupils. Greater emphasis on oral competence should lead to less time being devoted to repetitive and redundant written work. Time given over to discussion will produce not less written work of quality, but more, because there should at last be far more preparation for and thinking about the actual assignments set by the teacher. Inevitably this increased emphasis raises the issue of oral assessment. Though I would agree with all those who see this as a vexed area yet I would argue that more concentration by the teacher on the process of what is being said will have more beneficial results than hours spent "correcting" what has been written.

Another step forward is the amount of coursework that all English teachers will have to use and, I hope, learn to love. This should mean not simply the demise of the end-of-term English exam but a growth of expertise in teachers and pupils in working systematically to promote individual development. Primary teachers and English departments should be able to restructure their whole approach to the teaching of writing and to pupils' attitudes to it. The "one attempt" piece of writing could happily become just one approach to written work, not the only one.

Pupils could at last be encouraged to redraft their writing. In the past English teachers could say that revision of work produced the best writing and give as examples "real" writers, but

then had to explain that when working for assessment pupils were not allowed to do this. Now, with some limitations from the Boards such as "supervised conditions", pupils will actually be rewarded for redrafting their work, even using word processors for this purpose.

Some teachers are rightly worried about the volume of coursework that GCSE seems to imply. Again, lower down the secondary school, the emphasis on coursework should prepare pupils for the demands of producing final folders of work. At least some of the written work can also now be "real" in the sense that it can be produced for an actual audience; this work might be anything from a piece for the school newspaper or magazine to the script for a documentary video made for a feeder primary school. I also feel certain that this approach to writing will have significant benefits for many other subjects besides English.

A very encouraging aspect of the literature guidelines is their general openness. Not only do the guidelines give teachers far greater independence and choice but also encourage the same in pupils. For example, the London and East Anglia Board's Open Study component gives pupils a tremendous opportunity to negotiate a topic of their choice with their teachers. If this immediately raises practical problems of organization it also encourages pupils to develop their own reading interests using the class and school library, perhaps even some of the old classics that have been mouldering on the stock cupboard shelf since they were last set in 1960.

The implications for project work in English by younger pupils are really exciting; equally inspiring is that most of the Boards seem to be opting for an open book policy. This should discourage the testing of arbitrarily memorized points from books and should focus attention on using and knowing the texts themselves. The earlier in school that teachers can adopt this approach the better for all and especially for the enjoyment of literature itself.

continued

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## Poet's corner

**Poetry for You.** By Roland Harris.  
Hutchinson £2.75 0 (p) 1641411  
Old and New Poems to Enjoy. By James Gilson and Raymond Wilson.  
John Murray £2.95 0 7195 42413

Teaching poetry causes more apprehension than almost any other branch of English despite the fact that most teachers value poetry highly. The question is how to present poetry in such a way as to engender positive attitudes; how to avoid the groans when the poetry books are brought out?

*Poetry for You* attempts to provide an answer by offering a good collection of poems as part of a complete teaching programme. It is a work book containing, according to the publisher's blurb, "four sections that ensure that pupils master the skills taught". Statements like this set the alarm bells ringing: can pupils' responses to poetry be structured in such an objective fashion? What we get, in fact, are sets of questions on poems to focus attention on particular aspects of poetry, followed by units called Five Finger Exercises - sections which include extracts for close reading and limited writing activities. An example: "What is the effect of the rhythm of line 3?" There are frequent injunctions to pupils to explain their choices and to give reasons for their answers.

In setting up an apparatus for approaching poetry, teachers can achieve the opposite of their original intention by erecting barriers between the reader and the poem rather than

facilitating an authentic response. More invitational teaching anthologies exist - for example, Hutchinson's own *I See a Voice*, compiled by Michael Rosen. Here, the activities are more open ended, giving pupils the scope to follow their own responses in ways that seem important to them rather than to the teacher or the editor of a school book.

Nervousness about teaching poetry really ought to be a thing of the past. Much work has been done in recent years to help teachers make poetry accessible to their pupils. I would particularly recommend *Teaching Literature* - by Michael Benton and Geoff Fox (Oxford University Press). A close reading of this book should provide plenty of inspiration for teachers of all age groups. As Benton says in a recent NATE publication: "Critical analysis has no place in poetry lessons with children up to the age of about fourteen; and even with older secondary pupils it is often inappropriate."

*Poetry for You* goes too far in structuring class activities and directing pupils' responses. *Old and New Poems to Enjoy* does not go far enough. It is really expecting a lot from teachers if they are to buy an anthology which gives them little more than a collection of poems that are, in the main, readily available elsewhere. The poems here are generally middle of the road stuff - easy listening, forming the school book equivalent of an analysis programme like Sing Something Simple.

Barry Smith

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A cautious  
welcome continued

One of the great losses for O level students of English was that they, unlike their CSE counterparts, were practically barred from considering the media in their work. Whereas some work on the media has become a traditional part of CSE, and especially of CSE folder work, there was almost no place for it on an O level course. Now that GCSE encourages all English teachers to do some work on the media there are likely to be some very positive developments in this area. With reasonable funding and in-service training this should lead to a proliferation of good work in the lower secondary and the primary school. In turn this emphasis on media study earlier in pupils' school careers should lead to a higher and more sophisticated standard of work in the final years of schooling.

A point that applies specifically to English is the shift in emphasis that should take place. There is, of course, the present transition period to consider when extra money is vitally needed to resource the new demands of GCSE English work, particularly if it is to embrace the use of media study, word processing, cassette recorders for oral work, open studies of literature, etc!

There is absolutely no doubt that present levels of funding are grossly inadequate. However, my own view is that GCSE work settles down to a sufficient proportion of money will be released because departments will no longer need to set aside half their capital to pay for O level set books. It should also mean more money for spending on lower school books and resources and for offering a far wider range and variety to staff and pupils.

Perhaps some readers will think that I have been too optimistic and even idealistic in this welcome for GCSE and that I have underestimated the difficulties of finance, moderation, oral assessment and so on. Although I would agree that the implementation of GCSE will be a demanding and difficult process for a multitude of reasons yet I nevertheless continue to feel positive and have enjoyed my first few weeks actually teaching it.

The new English courses will definitely not be easier to teach than the old system but they ought to be, in the best sense, superior. If the new finalised assessment criteria and guidelines also seem daunting at least they are an overdue attempt to help teachers of English to give their work solid ground. Whatever the critics of GCSE say, it is still the most stimulating and exciting opportunity for better and more enjoyable work in English, at all levels, for a very long time - and that will do for a start.

Andrew Goodwyn is head of English at Nower Hill High School.

Gothic  
revivals

The Romance of the Forest, By Ann Radcliffe, Edited by Chloe Chard. £3.95. 0 19 281712 4.  
 Zastrozzi and St Irvyne, By Percy Bysshe Shelley, Edited by Stephen C. Behrendt. £2.95. 0 19 281724 8.  
 Oxford University Press: The World's Classics.

These are two re-editions of Gothic novels, attractively produced, with informative introductions. In the first, Chloe Chard shows how Mrs Radcliffe's work reflects ideas on the sublime which were evident elsewhere in literature and in art. But the novel is not just a marginal contribution to the history of ideas. It is enjoyable to read and deserved its reputation among her contemporaries as equal to The Mysteries of Udolpho and The Italian. Despite a recent Channel 4 adaptation, Shelley's two youthful novels are later work, but they, in itself, justifies re-editing them. Behrendt's introduction highlights themes explored in the novel, and in both books this novel and the standard of editing is exceptionally high.

Robin Russ

## Challenge and threat

The critical  
resource

JAMES SALE

We are in it: the new English GCSE course(s). Already signals are going up. Marking time, marking time. The Lord of the Flies and there are no female characters in it. This observation has two effects. First, to lead to a discussion of which other texts would need to be taught in order to achieve a fair balance of interest for male/female readers (teaching Animal Farm, for example, after The Lord of the Flies, surely compounds the problem). Of course, a year's planning immediately began to develop.

Secondly, and more interestingly, new aspects of the book emerged. In essence these stemmed from thinking about the male bias of the novel itself. What would have happened, for instance, if a party of girls had been stranded on the island? Would the same tragic sequence of events have unfolded? Thus the "bias" of the book could be diverted into a fruitful source of discussion and work.

Such work scarcely seems to me - I have heard the necessary hurling-watered down O level. On the contrary, how can 15 and 16-year-old make confident assertions about Golding's view of humanity in their traditional literary essays when they have not considered the effect of the sex of his characters? Such an effect will be difficult enough for adults to consider. Perhaps herein lies the challenge and threat of GCSE: I do not see how weak and insecure teachers can possibly cope with its implications as these begin to surface. Perhaps Sir Keith is subtler than one ever thought possible.

So, to my second thought: if GCSE is good, its implementation has been disastrous. The reason for this is obvious enough: the Government's desire for greater efficiency has become a blunt instrument indiscriminately hacking at the plants of its own initiative. Nobody is going to thank this Government - however good the idea of GCSE - if the present level of under-funding/resources continues. If GCSE is a success, then it will be seen to be so despite the Government and because of teachers.

Here I return to the questions I originally raised. Phase 3 was inadequate. We needed a more careful selection and preparation of leaders: teachers required more time to discuss what they were doing. It is teachers who are the critical resource. And at the risk of sounding heretical, one might say we could almost dispense with the extra money necessary to fund books, tapes, equipment, etc. If the teacher is equipped, the learning machine can occur. Is that a little too much to hope? So what do we do?

We assess them as widely as possible: our views in the hope that collectively they will prevail to create conditions wherein we can renew within and without our departments that dialogue that Phase 3 never consummated.

James Sale is head of English at a large comprehensive school and associate director of the Schools' Poetry Association.

## Spicy

The Transitive Vampire (An Adult Guide to Grammar). By Karen Gordon. Severn House Publishers £3.95. 0 7278 2073 7

Seeing is believing - but The Transitive Vampire seems almost extra-terrestrial. Explaining future perfect tenses, elliptical clauses or conjunctive adverbs could be dry and academic; here it is all juicy, seductive and tongue-in-cheek. Strictly for adults and complemented by the most gothic and risqué illustrations ever witnessed in any grammar crammer, this reading material is definitely pas de vanilles enfants.

Jacqueline Flecker

## The oral component

## So let's start talking

KENNETH HASTINGS

The message is still loud and clear: start talking. Bulluck. Revisited, the 1982 HMI discussion paper, reminded us that "most communication takes place in speech, and those who do not listen with attention and cannot speak with clarity, articulateness and confidence are at a disadvantage in almost every aspect of their personal, social and working lives... improvement of education in the spoken word should be a particular concern of schools and of agencies of initial and in-service training".

Has the message been getting through? Not completely, if you look at some of the most critical sections of certain published HMI reports. Consider the following:

- Oral work was encouraged in many lessons but it was rare to find small groups of pupils within classes confronting a problem and talking it through to a solution. Talk was normally dominated by the teachers who required only that pupils gave short or closed answers to narrowly focused questions. But in the few classes in which pupils were encouraged to discuss issues they responded well... (1984 report on a secondary school).

- With regard to spoken English teaching, one HMI Inspector reported, "There is a requirement for oral work in all the resource materials seen in use. However, the fact that few members of the teaching team regard themselves as English specialists makes it doubtful that the teaching of spoken English is given the importance it deserves"... (1982 report on vocational FE courses).

- One lecturer used an overhead projector accompanied by a vigorous and well-paced interpretation of the transparencies with good use of the students' experience to reinforce the issues presented. This excellent practice contrasted strongly with another lecture on the same module, a boring monologue with a passive audience... (1984 report on business studies FE courses).

- The trainees were less responsive to

teaching through which they were given information instead of discovering it for themselves. In some of the best practice, trainees were provided with activities which they had to manage and direct and which matched their individual needs and abilities... (1985 report on Y15 provision).

- Teachers of practical subjects recognized the importance of talk in pupils' learning but there was often evidence of a lack of expertise... (1984 report on a community college).

- The most articulate and self-confident students belong to establishments where opportunities for the development of oral skills outside the classroom are encouraged, such as in the reception of visitors, or in the running of small enterprises to raise funds for the establishment... (1983 report on a group of secondary schools).

- Some tutors were not sufficiently aware of the dangers of talking too much and of failing to receive or acknowledge comments or questions from the group. Some talked through to the end of the session leaving little or no time for discussion... In contrast, occasionally the learning experience was considerably enriched by a tutor taking time at the end to evaluate the experience jointly with the group... (1984 report on FE teachers' in-service course).

Already thousands of secondary teachers have started to interpret the requirements of the new GCSE. They might well reflect upon these extracts as they work out how the need for proper "oral communication" is to be met, for each individual teacher will have to work out his own exploratory path. So far as English is concerned, it is to the credit of the GCSE boards that

they seem to have done their homework in spelling out the oral components of the syllabus. A comparison of the requirements shows a broad spectrum of activities to be encouraged, factors to be assessed, and general modes of assessment.

Amid this variety there are plenty of questions to ponder. How important, for example, is formal speaking? Should it be judged as a separate performance, or should it be related to particular course work? Is reading aloud a necessary skill to be tested? So much may depend on what it is that pupils are encouraged to read aloud, and for what purpose.

Some of the boards elaborate on the type of speech activity to be developed - such as small group discussion, interviewing, brainstorming, or discussion in pairs. Rightly, the inference here is that these activities should arise naturally at appropriate points in course work.

Interestingly, one or two boards dwell more on the right "in" words than others, mentioning "register" and "interpersonal skill", but all are commendably free from unnecessary jargon. What makes a major division, however, is the variation between the use of a formal end test and a minor, or even exclusive, emphasis on internally assessed course work. It is right and proper in my view that there should be these variations.

On balance it seems that the factors to be assessed, in both formal and informal talk, are:

- content, intelligibility, organization of ideas
- appropriateness of language

- expressiveness, delivery, vocal vitality
- physical control and gesture
- responsiveness to others in the talking situation, ie social intelligence and courtesy, including listening skill.

All the boards advise teachers on the criteria to apply in assessing these components, and teachers will learn through practice how to apply them. Inevitably, as with all marking, this involves a degree of subjectiveness but the scales from best to worst are honestly worked out. Let those who criticize them work out something better, and remember that even experienced arbiters do not always reach unanimous verdicts. Note that one board specifies the use of an additional teacher to support the class teacher for part of the teacher assessed test. Will the judgment be better or worse?

It is important for teachers to realize that all these new syllabuses, if properly used, will enable pupils to learn how different situations require different styles. The challenge for all involved is to learn that "speech is the most complex, subtle and characteristically human means of communication" (Michael Argyle). Good teachers will not only be able to explain what that means; they will help pupils to experience its meaning with success and delight.

Those readers familiar with the work of the English Speaking Board will know that this has been its main objective - for teachers and pupils - for the past 30 years. The ESB sees itself not as a rival to the newly developing GCSE boards but rather as an approving relative who is glad to offer a view if encouraged. ESB has been particularly active in recent years in the post-16 field, developing oral assessments for a

wide range of students and introducing new syllabuses to meet college demand. Its latest pilot scheme, which could prove to be highly significant, is a Teachers' Certificate testing the oral skills both of teachers in training and those already in service. The certificate will be a test of powers and exposition, interpretation, handling of group response, and communication for teaching and learning. Several colleges of higher education are taking this up with interest in the evening year, so watch this space...

There was never a better time than now for teachers to get to work on interpreting their syllabuses for the new GCSE. Motivation matters as much as time. We must aim to leave behind in yet another HMI report, where "language experiences are largely a matter of chance. The dominant modes are exposition by teacher, questions and answers, the writing of notes and of answers to work sheets... The failure to provide opportunities for such pupils through discussion to develop their use of language and come to an understanding of the concepts used in particular subjects, denies them the incentive to participate and the confidence to progress in their learning..."

Will it really be so difficult to tackle the problem? Now is the time to make some headway. So let's start talking.

Kenneth Hastings is director of the English Speaking Board and a former HMI.



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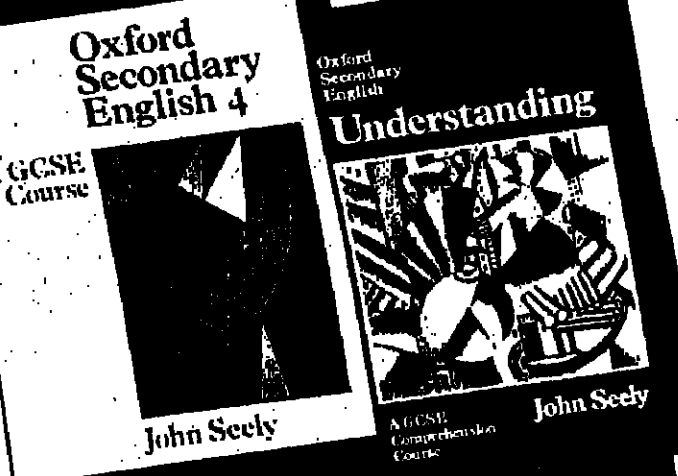
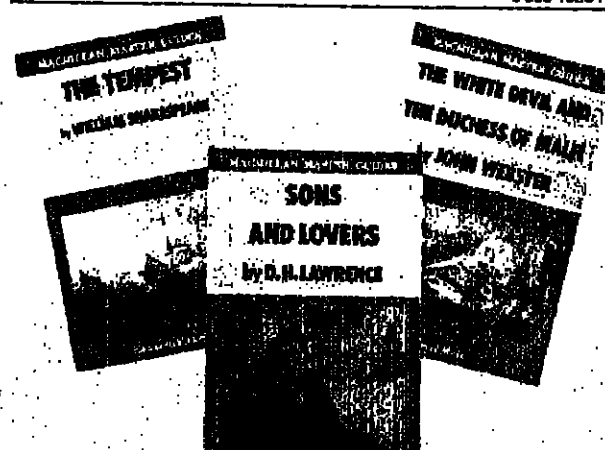
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## Drama: writing about performance for GCSE

# Moments of theatre

TERRY GIFFORD

I once took a class of fourth years to a new play performed by a Theatre in Education company in our local studio theatre. In one scene a white employer who had expressed various racist views earlier in the play was interviewing for a new PR person for his firm. When the next candidate came through the door he was black and held a big balloon. The candidate said, after a pause, "You're wondering about the balloon?" The discussion we had afterwards about that entry, that pause and the implications of that line was of such quality and exhilaration that I was convinced yet again that this ought to be a regular and accredited part of any English course.

Few English teachers would disagree, but how many of the new GCSE literature syllabuses encourage, or even acknowledge, the validity of a piece of writing about drama which focuses on performance without reference to textual study? The answer is disappointingly few. Let's be clear that I am not suggesting that writing about performance should replace the study of play-texts or that writing about both text and performance is necessarily suspect. I am saying that the compulsory coursework element in GCSE English literature allows an opportunity for students to reflect from time to time on their responses to drama as live performance.

In the syllabuses produced for the 1988 examination this opportunity has largely been missed. The pity is the greater because our school's CSE Made III syllabus, for example, had

allowed room for writing about drama in performance and for five years this kind of writing had been a strong element of the sample of coursework submitted by our students for the JMB's Sheffield A Level English Literature syllabus. Even the drama examination questions from most boards in recent years have been recognizing that play-texts ought to be discussed from a dramatic point of view, asking about the "dramatic appeal" of humour in *Much Ado* (JMB, A level 1983) or asking the candidate to "think of yourself as a director talking to the actor who will be acting the part" of Uncle Ben in *Death of a Salesman* (Cambridge O level, Plain Texts, 1981). So why the reluctance to allow room for students' writing about the live art-form itself?

Reservations seem to centre around the following arguments: (a) a visit, discussion and quick review cannot compare with the amount of work involved in textual study; (b) the review of a performance generally produces disappointing work; (c) it tends to detract from the study of the language of literature; (d) it cannot be moderated if the performance has not been seen by the moderator. I should

like to answer these points by describing the stages of work I have evolved to produce coursework drama studies of this kind.

(i) *Continuity of practice*. In a school which regularly takes pupils to the theatre or has visiting Theatre-in-Education companies in school there can be some continuity in talking and writing about performances from first to sixth form. When producing coursework for assessment our students wrote about a performance once each term, although they had probably seen more performances than that. This exercise allows for the selection of one essay for the coursework sample, if that is the scheme of assessment you are following.

(ii) *"Moments of Theatre"*. Movement from text to performance can lead students to the belief that the role of the theatre is, in Johnson's words, the "necessity of making the drama credible". Theatre is live communication between actors and audience rather than a reproduction of a text. Taking Brecht's motto "In the theatre truth is

concrete", I encourage students to talk about "moments of theatre" they have experienced and to discuss the suggestions underlying the live experience. Often this focuses on an experience of language, for example: "You're wondering about the balloon!"

(c) *Information* about the company, their style, the play, its writer, the mode of theatre and its theory is made available.

(d) *Note-making* follows as soon as possible after the show, based on the pupils' response to "moments of theatre", including moments they would like to ask others about.

(e) *Discussion* based on these notes can lead to our asking for a text, or a director, or a writer to be available from the company or through the Writers-in-Schools scheme.

(f) *First draft writing* will focus on an explanation of the performance through discussion of the suggestions for meanings made by specific moments. The emphasis is not on technique, as it might be in a Theatre Studies course, but on meaning.

(g) *Second draft writing* will try to reflect and evaluate those meanings suggested by the performance. Moderation difficulties are, in practice, no greater than with any other form of coursework. The moderator will not have read all of the texts written about in coursework, especially since wider reading is now also compulsory at GCSE. Indeed, the moderator is a useful audience for this form of writing, providing a helpful discipline for the writer. Expertise has already been developed in assessing this kind of writing and can be further developed through agreement trials. Candidates will, of course, be re-

vealing perceptions about these characters and plot, but will have been guided away from story-telling and generalized instant responses, towards sharper points about dramatically-made meanings. Newspaper reviews are not a good model for this kind of writing. Most students can produce better writing by the end of this process than the instant reviews the performances they have seen on papers.

So where is the opportunity for a single piece of writing about performance among the coursework of the new GCSE syllabuses? Compare and contrast the following approaches:

"Drama is taken to include television, film and radio presentations." (Wells Board 1988 English Literature GCSE).

"It is emphasized that assignments should be concerned with literary texts. Even though films, television productions and theatre visits may be used as supportive activities during a course, assignments are to be evaluated in terms of the understanding which they show of the work(s) concerned." (NEA 1988 English Literature GCSE Syllabus B.)

It is to be hoped that all boards want to revise their syllabuses in the light of the experience of teachers in this first national running of GCSE English Literature coursework. Teachers need to produce the evidence that answers anxieties about allowing writing about performances. Meanwhile the literary communities of all boards ought perhaps to be sent tolerably examples of the kind of writing about performance that is possible, unless, that is, we, as teachers of literature, have become so text-orientated that drama cannot exist for our students except as a "literary text". Surely this cannot be the case?

Terry Gifford is senior lecturer in English at Brunel University of Higher Education. An extended version of this article will be published in *English in Education* (June 1987).



Third-year literature group in the library at Maccalls School, Paddock Wood, Kent.

## School focused secondment

# An ounce of action...

Adrian Burke  
Gill Ager

The gap between theory and practice in education is, proverbially, of the dimensions of the Grand Canyon - except that it is possibly less easy to bridge. A school-focused secondment is one means by which the dichotomy can be narrowed. This year one of us was seconded by our L.E.A. to Sheffield University to attend a full-time MEd course specializing in English teaching. By December it was apparent that the obligatory essays, the reading lists and the tutorials were not really meeting the needs of our teacher. With only one precious year out of the system, she kept asking herself: "How can writing this 5,000 word essay really help me to become a better teacher?"

The solution to her dilemma is one that promises to become increasingly popular over the next few years. After negotiations with an extremely sympathetic tutor she left the prescribed courses at the university and followed a DIT course of her own devising. This school-focused secondment involved closely observing one class in a city middle school over a period of six months. During this time she met periodically with her university tutor and agreed assignments which were mutually acceptable. The rigour of having to meet university requirements ensured that the research findings were recorded in a form that was accessible to other teachers.

The research was begun in January at Brook School in Sheffield. Our teacher began to observe every lesson taught to a fourth-year mixed ability group who were following a 16-plus English Language and a CSE Literature course. For six months a "target" group of six girls kept a record of activities done, in English under the four inter-active modes of reading, listening, talking and writing. They also made a subjective comment about their attitudes to the work being done in English.

She also tape-recorded interviews with the target group in which each work done and the response to it was discussed. They were also tape-recorded while working on small group projects. At the same time the class teacher outlined teaching plans and reflected on actual outcomes in interviews with the researcher. By April it was possible for teacher and target group to record their interviews together; this was eventually done. All of this taped material then had to be transcribed by the researcher, to make it more easily accessible.

The principal justification for this style of "open research" is that it is of direct benefit to the pupils. Because they are made to feel a part of the learning process they can use the research findings to make improvements for themselves. By the end of

the research period students in the target group speak of their learning with a real sense of achievement:

"With my teacher's help it's given me more confidence - his comments are useful as well. My teacher was telling me I could do it and I thought if he thinks I can do it - I can. I've also improved at reading out aloud and talking to other people whereas I wouldn't have done that at the beginning of the year. I mean we've worked in fours and twos - I've got to know a few people and I'm not as self-conscious as I was. I've grown in confidence, not to worry about what other people think of you. Before I used to think my ideas were totally rubbish but if you put a bit more time and effort into your own ideas they can really work."

The benefits to our teacher and the department as a whole are again to do with immediacy and relevance. We got children writing "casebook studies" of small group work in English and these have provided other English teachers in the school with clear, honest (and mercifully jargon-free) accounts of how English can be taught successfully to the kind of children our school caters for. The research findings presented in the form of a special study (completed as part of the university coursework) have provided both the school and the L.E.A. with a useful document. The "school-focused research" method is also spread by word of mouth at in-service training meetings for groups such as probationers.

SFS is not all plain-sailing. It requires a teacher and a researcher who can operate side-by-side in the classroom and be prepared to blur roles when necessary. To undertake such work you have to be prepared to operate in an open classroom where your practice and principles are put under the magnifying glass. This can be a very uncomfortable experience for the teacher and pupils since both reflect upon and frequently justify actions. You also need a room where the target group can be interviewed in confidence.

To conclude then: school-focused secondment makes learning active for both pupil and teacher in an efficient and practical way at a time when few teachers have reason to hold teaching theory in very high regard. We took as our maxim for the work this quotation from Engels and hope it encourages others to go down the same road as we have: "An ounce of action is worth a ton of theory."

Adrian Burke teaches at Brook School, Richmond Road, Sheffield S13 8PE. Gill Ager at Newfield School, Sheffield.

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Understanding: A GCSE Comprehension Course. By John Seely.  
Oxford University Press £3.50, 0 19 831152 4.

The third generation of GCSE English coursebooks is here: after the hopeful shots in the dark (suitable for GCE, CSE and GCSE) and then the revampings of old course books (extracts from the National Criteria printed in the revised prefaces) come the "syllabus specific" coursebooks quoting the requirements of the examining groups themselves. Only the words "Approved by SEC" are missing.

R A Banks' *English - An Integrated Course* is subtitled "A Unit-based approach to GCSE". Part One is a guide to the elements of GCSE English; it is aimed primarily at the pupil ("Take pride in the way you present your folder of work for assessment") but is perhaps more useful to parents and even teachers.

"How will your course-work be assessed" (question mark omitted) traces the process of assessment and moderation. Whether pupils need to know the workings of "internal conformity trials" and "area consortia" is doubtful; their elders, however, may have fears allayed or confirmed by what they read here.

"Oral English in GCSE" tries to explain what is meant by "interpersonal skills" and "language style and structure". By this section the prospective candidates are no longer "you" but "they" - just as well, perhaps, since few of them will be the wiser for reading that their assessment will include the ability "to sustain collaborative talk".

The twelve work units are each self-contained; their themes are familiar enough ("Falling in and out of love", "Growing up: youth and crabbed age") but the material is mostly sources are predictable. Some (like *Plays and Cider with Rosie*) but there is too much that is fresh, especially the poetry and passages from Anglo-Saxon and even Old Norse. There are some excellent photographs, but lay-

out is generally rather unexciting. The assignments tend to be activity-based; some will put considerable strain on teachers and others. The instruction "Visit some old people with the help of arrangements made by your school... talk to them... write a report of what you have found out" has the cautious postscript, "Bear in mind however that some old people wish to be left alone".

The only concession Banks makes to formal comprehension work comes in two blocks of multiple-choice questions. By contrast John Seely's *Understanding* is unblushingly described as "A GCSE Comprehension Course". It complements the author's *Oxford Secondary English 4* and is much more than a collection of comprehension exercises; indeed, its "Methods" section is by far the most helpful introduction to reading with attention yet presented in a coursebook.

Central to Seely's method is "The Reading Route", a five-stage sequence of questions that should be in the mind of every reader approaching ("Integrating") a text for the first time. It more than justifies the book's aim of encouraging students to engage with the texts in interesting and productive ways.

Sections B and C present comprehension tasks based on non-literary and literary texts. The non-literary material is up-to-date, varied and visually stimulating. Introductory work leads in to comprehension questions that themselves prepare for directed writing. The standard is probably more accessible to higher grade candidates. The literary texts section contains short stories, autobiography and drama, but no poetry. Norman Mailer, V S Naipaul and Cive James are among writers making welcome appearances. The questions and suggestions for directed writing are clearly framed to enable pupils to show "informed personal response".

This book is a valuable demonstration of the philosophy of a unitary GCSE English course in action. A pity, therefore, that the blurb on the cover speaks of "GCSE English Language examinations". Such examinations do not exist.

Adrian Barlow

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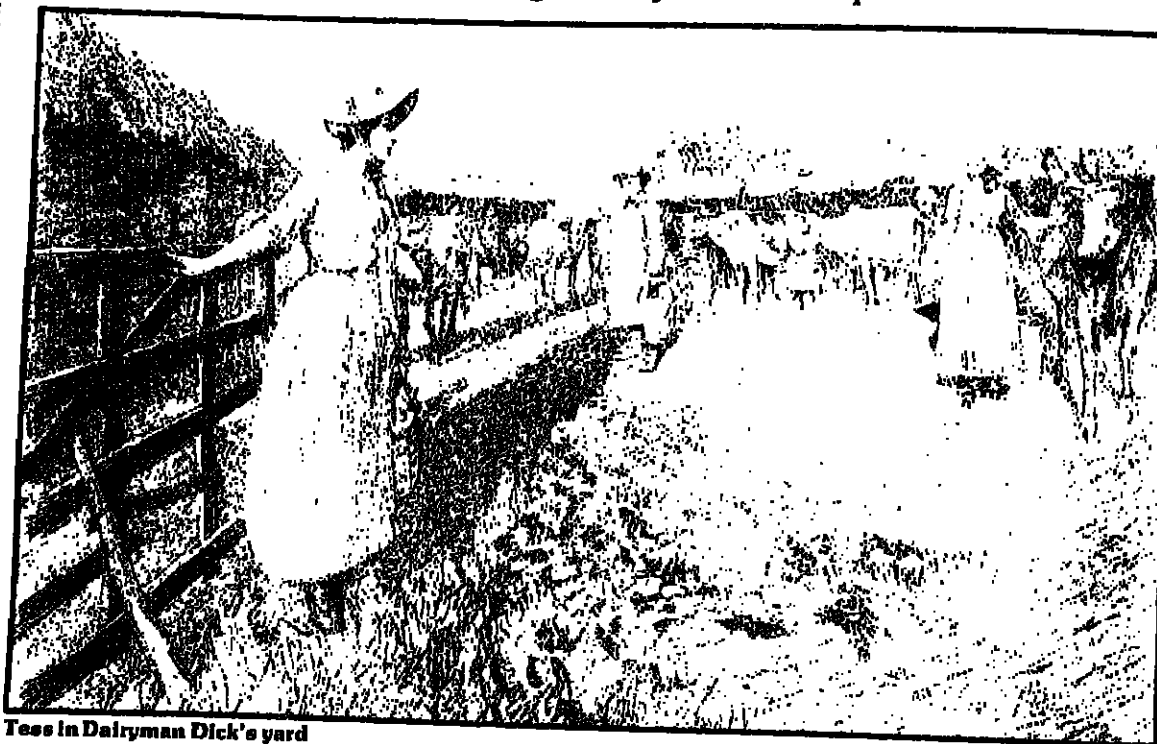


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## Appreciating Hardy's landscape



Tess in Dairyman Dick's yard

## Retracing Tess

much difficulty, but that brief encounter with the immensity of the universe and feeling our insignificance within it, conveyed far more powerfully Hardy's emotions than hours' theoretical classroom discussion.

Hardy depicts many scenes in which characters work or walk in darkness with only their knowledge of the landscape to guide them. Without this intimate acquaintance, the second night we undertook another atmospheric walk, along Aveling Dyke, an ancient Roman roadway, which skirts what remains of Cranborne Chase, the oldest wood in England, where Tess was seduced. Our re-enactment of the scene of seduction, but when our laughter subsided the only sounds were the rustle of dry leaves, the agitated flapping of disturbed pheasant and hooting owls. With no moon, like Alice we were "obliged to

## PATRICIA WATERS

advance with our hands outstretched to avoid contact with the boughs."

In the Vale of Blackmoor north of Cranborne, lies Marnhill, Tess's village of Marlott. It sports an imposing church, where Tess buried Sorrow, the Pure Drop Bar and outside the village, a beautifully-kept, thatched cottage in manicured gardens, inappropriately called Tess Cottage.

South-west of Marnhill rises the flinty upland of the Wessex Heights. To this bare, inhospitable country Tess came to hack swales after her desertion. We identified the "stone-acre place" of Flintcombe Ash with the present day gentrified village of Plover. Its cottages were white-washed and newly thatched but above them was a field "on the highest ground rising over stony lanchets or lynchets" and on the

dull afternoon we were there "the whole field was in colour a desolate drab".

On the other side of the ridge lies the lush countryside of the Frome Valley, with cattle peacefully grazing in the water-meadows - an idyllic setting for Angel and Tess's courtship. Along the Valley of the Great Outhouse we identified the Elizabethan bridge at Wool (Wellbridge) and the imposing house beyond, where Angel and Tess honeymooned; the farm upon which Tuppence was modelled and a weir into which Betty Priddle may have thrown herself. In delightful Stinsford Church (Melstock) Hardy's relations played in the orchestra before the introduction of an organ and the Hardy family shares a grave with his two wives - at least his heart does - his ashes were sent to Westminster Abbey. Highest

Bokehhampton was Hardy's birthplace and the pretty, isolated cottage, which has changed little, is open to the public.

The Dorset County Museum at Dorchester (Casterbridge) contains many Hardy memorabilia. There is a replica of his study and two biographies, said to have been based on his letters. The rural crafts collection contains many items used in the novel, such as leeks and skimmers, mentioned in "Tess of the d'Urbervilles" but unfamiliar to modern readers.

One day we attempted Tess's journey from Flintcombe Ash to Emminster (Bemminster), the home of Angel's parents. Many landmarks mentioned by Hardy were visible. The ancient Cerne Abbas Giant, a huge full-frontal figure cut into the hillside, dominates the village. It is said to have been the work of a local Cross-in-Hand and when we easily succeeded were disappointed at the inconspicuous post.

From Salisbury we went to the Regis (Kingsbury) to see the Uffington long barrow, the church with its carved, painted roof is well worth a visit. The tombs are exactly as Hardy describes, "their brasses torn from the matrices, the rivet-holes in the stone like martin-holes in a scaffold. Above is the Turberville window, showing the crests of the extinct Uffingtons which caught Hardy's imagination."

Unfortunately, what should have been the climax of the journey - Stonehenge, site of Tess's capture - was disappointing. Students who have five days had been at one with nature and history, were affronted by tourist car parks, tatty souvenirs and bars of barbed wire enclosing the massive stones. It seemed as if we were attempting to tame something "older than the centuries, older than the d'Urbervilles".

GCSE students will be encouraged to demonstrate interpretation and understanding of literary texts in various ways. The work which evolved from this trip was certainly diverse: diaries, logs, artwork, poetry, maps, some excellent critical writing and much lively talk. But always I felt that pupils considered much that they had counted for little. It was fun but had little relevance to forthcoming examinations. From now on, thank goodness, it will.

Patricia Waters is ex-head of the English faculty at Ravensbourne Girls' School, Bromley, Kent.

## Young talent

Gillian Macdonald previews a series of film and video awards

CONTINUING EDUCATION  
Showed  
BBC1, Sunday-Wednesday 11.20pm.

"That was the week that was" - 50 years of television have passed before our eyes as the BBC has shown hour upon hour of old black and white programmes, archives for the historians and researchers, tinted by fond memories for the nostalgic. And where are they now, the programme makers? Many of them are at the helm of the BBC and the ITV companies, fighting against the onslaught of government and trying to map out the more degenerated service of the future - one which will be looking to the talented programme makers of tomorrow.

With this week's *Showed* series, starting on Sunday, we pass on to those directors who could take us into the 21st century. Four programmes, on consecutive nights, showing films produced by 11 to 25-year-olds, their transmission is an encouraging statement about the future of broadcasting. Extraordinary about 60 films will be shown, a fraction of the 6-700 that competed for the *Radio Times* awards for young film and video makers.

It is a fascinating display of the range of talent and ingenuity in the young. From spoof trailers for films to the sophisticated "animatronics" - mechanical movement - of the chess men which come to life in Joe Fordham's menacing drama, *Boardgame*, there is a suave awareness of the film makers' tricks, both simple and intricate, but what all of them have in common is a shoestring budget tied up with a fanciful imagination.

Mike Smith as the presenter conveys enthusiasm in the films. His interviews with the producers sound genuinely interested, and they draw out useful information for the viewers, on equipment, techniques - even regrets.

This is a series that anyone involved with young programme makers should watch. Better still, they should record it, since the untidy hour of transmission at 11.30 at night will prevent many of the youngest contributors from watching. But then the very young film makers don't play much of a role in *Showed*, which is a pity, because they are producing some original and impressive material from their own viewpoints, as anyone can testify who has seen the work being produced in schools or shown at festivals around the country. The *Radio Times* competition is open to two age categories -

Cheese pieces from 'Boardgame'; Joe Fordham and crew (left)

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11-18 as well as 19-25, yet the awards have only gone to 18-year-olds and upwards. How discouraging for the youngest entrants, whose work has its own distinctive value; they would do better to have an 11-14 category.

Still on the subject of age, it would have been helpful to give a clear indication of all the producers' ages. In an awards programme which is categorized according to age, it would significantly affect our response to each film. It's a pity, too, that there are no opening or closing credits to the films - at least not in the programmes I was able to preview. There can be the most exciting part of young people's films, with computer graphics and synthesized music being exploited to full effect by the generation of computer whizzkids.

*Showed* offers a valuable platform for amateur film makers to see and be seen. Not all of them will land jobs like the two from the Abbey Film Unit who have just joined Central Television, but they will stand a better chance, and unlike those early pioneers at Alexandra Palace who broadcast to 400 homes around the country, this week's young producers can reach over 20 million homes.

Lord Brockway, who was 98 on November 1, and described the three main themes which have occupied his life: the struggle for socialism, anti-colonialism, and the peace movement. What the life force was making for, Brockway decided, was socialism. He became a socialist after interviewing Karl Marx. "I went to see him," he recalled. "I left a Young Socialist." He kept his faith through the vicissitudes of the Labour movement and of his own involvement with it (he left the party during Ramsay MacDonald's premiership, rejoining only after the Second World War).

Although the programme could achieve little more in an hour than a brief survey of such an eventful life, it managed to describe the main contours of Brockway's personality. His great virtues, it made clear, have been his incorruptibility and his refusal to compromise on his issues. For him, the issues of peace and disarmament link up with those of poverty and underdevelopment, and all these rest, as Tony Benn pointed out, on the "relations between men and women and their

obligations to one another."

This amiable, slightly rambling portrait of Lord Brockway suffered a little from the absence of any attempts to assess his career objectively. Most of the comments came from wholehearted admirers such as Benn and Paul Boateng. Although much of what they had to say was pertinent as well as affectionate, there was an unvaryingness of tone which diffused and weakened the programme's force. A more liberal use of archive material might also have added some leaven.

It was, none the less, a moving tribute to a man who, in Benn's words, has "maintained the flame" over the years. Addressing the 1985 Labour Party conference, Lord Brockway told delegates: "Comrades, in three years' time, I shall be 100 years old. I hope to rejoice then in the ending of nuclear weapons and the beginning of world disarmament." His enthusiasm undimmed, he remains a figure of hope in a time of reaction, of generosity in a time of meanness.

Ashok Bery

## Figure of hope

Work Isn't Finished  
Channel 4, November 2

As a young man, Fenner Brockway met George Bernard Shaw and was given some very Shavian advice: "Find out what the life force, the creative force, is making for in your time and then make for it too. In that way you become bigger than yourselves. You become a part of creative evolution."

The words, Brockway explained in the documentary *Work Isn't Finished*, had the effect of a "religious conversion" and have guided his political activity ever since.

Using archive footage, still photographs and interviews, the programme looked back over the long career of

Lord Brockway, who was 98 on November 1, and described the three main themes which have occupied his life: the struggle for socialism, anti-colonialism, and the peace movement. What the life force was making for, Brockway decided, was socialism. He became a socialist after interviewing Karl Marx. "I went to see him," he recalled. "I left a Young Socialist." He kept his faith through the vicissitudes of the Labour movement and of his own involvement with it (he left the party during Ramsay MacDonald's premiership, rejoining only after the Second World War).

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## MEDIA

briefings  
radio & tv

## For schools

## HELP YOURSELF: PHYSICS

(Monday-Tuesday,  
00.30 VHF4).

A short group of self-study programmes to help students revise for the A level exams. Two new topics, "AC Theory" and "Wave Motion", have been added to "Light" and "The Electric Field".

## M10 MATHEMATICAL PROBLEMS

(Tues 11.57, Fri 10.38 BBC2)

Mathematical problems set for 11 to 14-year-olds. Each programme contains two 10-minute sections. Here "Folds" investigates the strange ways magazine pages are printed and "The Right Shape" pinpoints the golden rectangle in a portrait.

## HISTORY: LONG AGO

(Tuesday, 14.05 VHF4)

A unit on Ancient Greece for nine to 12-year-olds begins with a radiovision programme followed by two two-part accounts of the Siege of Troy and the life of Alexander the Great.

## THINKABOUT

(Wed 14.00, Thurs 11.00 BBC2)

How do people keep warm? Five to seven-year-olds experiment with layers of clothing, hot radiators and, last of all, the sun.

## HELP YOURSELF: STUDY SKILLS

(Wednesday, Thursday  
00.30 VHF4)

Special programmes to help 16-year-olds and upwards to organize themselves and their work when confronted with independent study and less supervision. Specific topics include the setting of targets, the writing of essays and revision for exams.

## SECONDARY ENGLISH 11-14

(Thursday, 9.30 VHF4)

"Lend An Ear" is a two-part unit featuring speeches and conversations. Aims to show how speakers adopt different approaches with different audiences.

## TALK, WRITE... AND READ

(Thursday, 11.20 ITV)

A series designed to encourage seven to nine-year-olds to talk, read and write about things that really interest them. Here they see the decision-making process behind the television programme "Old Mrs Stanton".

## HOW WE USED TO LIVE

(Thurs 11.37, Fri 9.47 ITV)

This week's episode "The Children's Charter" shows nine to 13-year-olds what life could be like for youngsters before 1914, as they left school and went into service or worked in shops, despite the introduction of various laws to prevent exploitation.

## GEOGRAPHY CASEBOOK: BRITAIN

(Friday, 11.17 BBC2)

"Farming: East and West" contrasts for 14 to 16-year-olds a traditional family-run dairy farm in Northern Ireland with a large East Anglian farm, benefiting from scientific and financial advice from outside.

## HELP YOURSELF: ARE YOU SPEAKING

PROPER?

(Friday, 00.30 VHF4)

Do you find it hard to say what you mean, talk on the phone and dread speaking in public? Four dramatized scenes aim to communicate world.

## Continuing education

## PEOPLE LIKE US

(Sunday, 9.40 BBC1)

A pilot programme for the series which is a sequel to "Let's Go". Brian Rix is joined as co-presenter by a mentally handicapped person, and suggestions and comments are invited from the target audience.

## Kenneth Fawdry

Head of Schools Broadcasting (Television) 1959-73

Kenneth Fawdry, and it was typical of the man that he had no middle name, was special. He was the man who consolidated the position of School Radio and pioneered the successful use of television in education. He died on October 14 after a short illness.

He was born in March 1914, schooled at Clifton College, followed by an Open Scholarship to King's College Cambridge, a Classics First Class, and Modern Languages Tripos. From April 1937, he taught languages until the start of war in 1939 when he served in North Africa and in north west Europe, where he was gravely wounded and lost a leg.

He joined the BBC as an education officer in January 1949. In 1950 he became senior education officer to the Schools Broadcasting Council. He became Head of Schools Broadcasting (Television) in 1959.

It was in this role that his remarkable personal qualities came to the fore: a francophile, a man of ideas, a classicist, deeply knowledgeable and concerned with all levels of education.

He retired from the BBC in 1973, and joined his wife Marguerite in breathing new life into Pollock's Toy Museum in London, where he could be found, until his death, surrounded by the children he loved, and who loved him.

Peter Montagnon

4 Times available for recording from Sunday 9 November 1986  
Approximate transmission times

Sunday 9 November  
3.45 The Schools Programme For Code F  
Monday 10 November  
6.00 Film A Year's Work (Repeat) For Code A  
Wednesday 12 November  
6.20 School Time 11.11.86 For Code E  
6.30 The Year's Work (Repeat) For Code D  
6.50 The Year's Work (Repeat) For Code C  
Thursday 13 November  
6.00 School Time 11.11.86 For Code F

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Shakespeare



## The gift of language

Is there a thrust to your language teaching? Perhaps to equip your charges with mechanisms of defence and attack? To counter argument with argument, and win with words? Implied in most English teaching, surely, is the understanding that to be literate is to compete in what might be dubbed "the intelligence stakes". Our examination system stands as proof of this contention.

However, what if more time was found in teaching language as a social game? Old-fashioned as this proposition may appear, it can be forcefully argued for.

Our educational system spawns verbal battlefields which, unhappily, too easily can become impasses out of school. We live in a violent society, and much of the aggressive language that erupts has been taught in schools and colleges. Might we not profitably pay attention to the learning of a language of grace and favour?

Should not time be found to teach words to be used to please others? It can be argued that a concept of "Intelligent Debate" has to be deemed of little value if not also concomitantly "friendly exchanges".

The teacher of English is, unquestionably, in "the exchange business". The purpose of this article is to describe a number of "socially enhanced" plays usable in the classroom.

The postcard. The humble message-carrier. Postcards are famous for their ing and writing difficulties are unlikely to strike from filling in a postcard. There are pictures, and that means that word-image exercises are possible. Most important, pupils might send postcards with hope of a return - a

## Words to please others

## The gift of language

## KEITH KENNEDY

postcard exchange project is worth considering. Again, a completed card can prove to be a valuable "property" within a dramatic improvisation. If a set of cards cannot be afforded, they might be made by teacher or pupils.

The personal letter. Not a formal, writing-for-a-job exercise, but a genuine attempt to correspond with another in a friendly fashion. Whatever might be done also with this form of communication.

Couriergram. The revamped telegram. British Telecom offer three blanks: Wedding, Congratulations, Greetings and Standard. Distillation of message has to be the challenge in completing these. Here is another potent form of "property" for dramatic improvisation.

The telephone. Friendly calls made (and paid for) by pupils, and recorded. Later, discussion of form rather than content of conversation. Not everyone copies easily with the telephone.

The autograph book. Most will be familiar with the little pocket-sized book to be carried and produced at an opportune moment to ask a friend or acquaintance to "please, write something in my book". Today, autograph books have waned in popularity, though still can be bought in newsagents. However, in school they can be made, and friendly exchanges of messages can begin there. They might be used thematically (see illustration). They are not to be taken simply as

"fun" pursuit. Serious themes can be introduced.

This is the Autograph Book in large format. A scrap book will serve best and should be sturdy enough to hold photographs and cut-outs. The governing principle should be clearly stated: *You will add nothing to your own book. Any words, drawings and pictures you produce will be for others. Therefore, you will donate and receive in turn.*

Attack is out. Provocation is unacceptable. Categories of "donations" can be fixed in advance, starting with the traditional "autograph", and some timing with words from any source should dominate these proceedings.

Surely it is important to treat language as a social currency in which all levels of intellect must compete. Arguably, this is a priority.

Keith Kennedy teaches at the Page Green Centre, Tottenham.

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**AVON COUNTY COUNCIL**  
**AVONMOUTH CE PRIMARY SCHOOL**  
 Catherine Street, Avonmouth, Bristol BS11 1JH  
 Required from 1st January 1987. A Nursery teacher for a new Nursery Unit. Applicants should be suitably qualified, experienced, imaginative and willing to take on a leading role in the establishment and development of this new Unit. Further details from the Director of Education, 100096 (00510) 823895. Closing date: 21st November 1986. 100096

**CHESHIRE EDUCATION COMMITTEE**  
**LACHE COUNTY INFANT SCHOOL**  
 Haythorn Road, Lache, Chester CH1 8JX  
 Tel: Chester (0244) 674083  
 Group 3 School. 104 pupils on Roll.  
 Required from January 1987. A Nursery teacher for a new Nursery Unit. Applicants should be suitably qualified, experienced, imaginative and willing to take on a leading role in the establishment and development of this new Unit. Further details from the Director of Education, 100096 (00510) 823895. Closing date: 21st November 1986. 100096

**AVON COUNTY COUNCIL**  
**RE-ADVERTISEMENT**  
**WILTON GREEN COUNTY INFANT SCHOOL**  
 Wiltshire Road, Wilton, Wiltshire, Wiltshire BA1 2JX  
 Required from 21st April 1987. A Headteacher for this school. Salary in accordance with Group 3 plus social priority allowance. For further information and application forms (re-turbable by 21st November 1986) please send an a.s.e. to the Director of Education, 27 St James Barton, PO Box 9999, Bath, BA1 2JX. An Equal Opportunity Employer. Applications should be made on the basis of merit. For the post, experience, disability or sexual orientation. (30846) 110010

**BEXLEY**  
**LONDON BOROUGH OF BEXLEY**  
**RE-ADVERTISEMENT**  
**ST. JOSEPH'S R.C. PRIMARY SCHOOL**  
 Crayford, Kent DA1 1JH  
 Applications are invited from suitably experienced teachers for the post of Headteacher. A practising Catholic is required. Appointment to commence 27th April 1987. For details and application forms, contact the Director of Education, 111 Old Road, Crayford, Kent DA1 1JH. To whom they should be returned by 24th November 1986. (30225) 110010

**BUCKINGHAMSHIRE**  
**Equal Opportunities Employer**  
**RE-ADVERTISEMENT**  
**HEATH COUNTY PRIMARY SCHOOL**  
 Slough Road, Iwer Heath, Bucks HP12 3JH  
 Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of this well established first school (5 to 11). The post will become vacant with effect from April 1987. For details and application forms, contact the Director of Education, 111 Old Road, Crayford, Kent DA1 1JH. To whom they should be returned by 24th November 1986. (30225) 110010

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**Headships**  
 Applications are invited from suitably qualified and experienced teachers for the Headships of the following schools:  
**Sir Robert Hitcham's C of E Aided Primary School, Debenham**  
 Group 3: Ages 5-11: Number on Roll: 159  
 The school is situated in the large village of Debenham in the Mid Suffolk District of the County and serves a rural catchment area. Communion member of the Church of England preferred. The appointment will date from the beginning of the Summer Term 1987.  
**Albert Pye County Primary School, Beccles**  
 Group 3: Ages 5-11: Number on Roll: 171  
 The school is situated in the thriving market town of Beccles on the River Wensum, 11 miles west of the fishing, industrial and resort town of Lowestoft. The appointment will date from the beginning of the Autumn Term 1987.  
**St Helen's County Primary School, Ipswich**  
 Group 3: Ages 5-11: Number on Roll: 242 (Re-advertisement)  
 The school is situated in the centre of Ipswich and serves an urban catchment area in a multi-ethnic community. The appointment will date from the beginning of the Summer Term 1987. Previous applicants who wish to have their applications reconsidered must please write to this effect. Further details and application forms are available from the County Education Officer, St Andrew House, County Hall, Ipswich IP1 1JL (a.s.e. please) and completed forms should be returned by 21st November 1986. (16677)

**ESSEX**  
 County Council

**Education**  
**Head Teachers**  
 Qualified teachers are required at the following schools:  
**Group 5**  
**NOTTINGHAM CLAREMONT PRIMARY AND NURSERY**  
 Claremont Road, Nottingham NG6 1BH. Roll: 316 + 80 place Nursery  
 The vacancy is created by the appointment of the previous Head Teacher to an Inspector's post within the Authority. This is a re-advertisement and previous applicants will be reconsidered. Vacant now to be filled as soon as possible thereafter.  
**Group 4**  
**WARSOP HETTS LANE INFANT AND NURSERY**  
 Hett's Lane, Warsop, Mansfield, Notts. NG20 0AS. Roll: 173 + 40 place Nursery  
 The vacancy is created by the appointment of the previous Head Teacher to a larger headship within the Authority. This is a re-advertisement and previous applicants will be reconsidered. Vacant 1 January 1987.  
 Application forms and further details for the above posts may be obtained by forwarding a stamped addressed footscap envelope to the Director of Education at County Hall, Nottingham. Closing date: 21 November 1986. Please quote ref. 828/145.  
 An Equal Opportunity Employer.

**Nottinghamshire County Council**  
 County Hall, West Bridgford, Nottingham NG2 7QP

**Derby Diocesan Council of Education**  
**DERBYSHIRE COUNTY COUNCIL**  
**HEADSHIP**  
**Group 5 + SPA**  
**Re-advertisement**  
 St. James' C.E. (Aided) Junior School, Reginald Street, Derby, DE3 8FQ. (Derby 40828) (7-11, NOF 341).  
 Applications are invited from suitably qualified and experienced teachers for the Headship of this inner-city school. Applicants should be in sympathy with the Christian foundation of the School and be thoroughly conversant with the practice of multi-cultural education. Application forms and further details (large S.A.E. please) from the Chairman of Governors, The Reverend P.J. Montgomery, St. James' Vicarage, Malcol Street, Derby, DE3 8LS. Closing date for this post Monday 24th November, 1986. (40145)

**METROPOLITAN BOROUGH OF NORTH TYNESIDE EDUCATION COMMITTEE**

**Re-Advertisement**  
**MEADOW WELL PRIMARY SCHOOL**, Wantage Avenue, North Shields NE29 7BE.  
**HEADTEACHER**  
 Group 4 Roll 192 + Nursery  
 Applications are invited from suitably qualified and experienced teachers for appointment from 27th April 1987 to the above mentioned post. Application forms and further details are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields NE29 0HW, to whom they should be returned within two weeks of the appearance of this advertisement. It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status. (40200)

**Nottinghamshire County Council**  
 County Hall, West Bridgford, Nottingham NG2 7QP

**CAMBRIDGESHIRE**  
**BURNSFIELD INFANT SCHOOL**  
 Burnsfield Street, Chatteris, Cambs.  
 Group 4  
 Required for April, 1987  
**HEAD TEACHER**  
 The school has almost 200 pupils and a Special Needs Centre shared with the adjoining Junior school. Further details and an application form available from the Senior Area Education Officer, Education Office, Touthill Close, City Road, Peterborough, PE1 1UJ (s.a.e.). Closing date 28th November. (02694)

**OXFORDSHIRE COUNTY COUNCIL**  
**CHURCH NORTON INFANTS SCHOOL**  
 Church Road, Chipping Norton, Oxford OX7 6PZ  
 Required for Easter 1987, an imaginative, enthusiastic, experienced teacher (Scale 2) to take on a leading role in the establishment and development of this new Unit. Further details from the Director of Education, 100096 (00510) 823895. Closing date: 21st November 1986. 100096

**Primary School Education**

**Headships**

**DEVON COUNTY COUNCIL**  
 Please see page 53 (31780) 110010

**BERKSHIRE**  
**WITLANDS PARK PRIMARY SCHOOL**  
 Baginbun Road, Thatcham, Newbury, N.O.R. 354  
 Headteacher Group 3  
 Required from April 1987. Application forms and further details from the Director of Education (ES/88), Director of Education, 100096 (00510) 823895. Closing date: 21st November 1986. An Equal Opportunity Employer. (30425) 110010

**BERKSHIRE**  
**TEACHING & SUPPORT SERVICES (WATERBURY)**  
 Waterbury, Newbury, N.O.R. 354  
 Headteacher Group 3  
 Required from April 1987. Application forms and further details from the Director of Education (ES/88), Director of Education, 100096 (00510) 823895. Closing date: 21st November 1986. An Equal Opportunity Employer. (30425) 110010

**BRADFORD GIRLS' GRAMMAR SCHOOL**  
 Junior School  
**HEADSHIP**  
 Effective 1st September 1987  
 Salary not less than Burnham Group 4  
 On the retirement of the present Headmistress, applications are invited for the position from Teachers with relevant experience. The Junior School established in 1884 is a Day School of over 200 pupils of Girls from 4 to 11 and Boys from 4 to 8. Applications by hand written letter accompanied by a Curriculum Vitae, with the names and addresses of two referees, should be sent to the Chairman of the Governors to be received by 28th November, 1986. Further particulars may be obtained from the Clerk to the Governors at the same address. Bradford Girls' Grammar School, Squire Lane, Bradford BD9 6RB.

**Suffolk County Council**

**WILTSHIRE**  
**AN EQUAL OPPORTUNITY EMPLOYER**  
**Primary Education**  
**HEADTEACHER POSTS**  
 St. Mary's C.E. Controlled Infant School, George Lane, Marlborough, BN6 4JX  
 GROUP 4  
 N.O.R. 177  
 Following the retirement of Mrs. E.M. Turner at the end of the Easter Term 1987, the Governors seek a well qualified, experienced and forward-looking infant teacher to take over the Headship. St. Mary's is a modern, open-plan school in the pleasant market town of Marlborough.  
 Tel: 01753 61000  
 At Canning C.E. (Controlled) School, All Cannings, Devizes, SN10 3PB  
 GROUP 1  
 N.O.R. 71  
 RE-ADVERTISEMENT  
 A Head Teacher is required from April, 1987, owing to the appointment of Mr. N.L. Ruck to another post in the County. The Governors seek a well experienced teacher who will continue to lead and develop the school as a caring, forward-looking community. All Cannings is a pleasant village four miles to the east of Devizes.  
 Previous applicants will be considered and need not re-apply.  
 Application form and further details for the above posts (S.A.E. please) from and returnable to the Chief Education Officer, Education Department, quoting relevant reference number, County Hall, Trowbridge, by 28th November.

**HEREFORD AND WORCESTER COUNTY COUNCIL**  
**Primary Education**  
**HEADTEACHER POSTS**  
 RUDELYN, HEACONVILLE SCHOOL  
 Hazell Road, Rudelyn, Hereford, Herefordshire HR5 5JX  
 Required from the Summer Term 1987. Headteacher for this Group 4 school with 253 pupils on roll. Age Range 5-12 years.  
 Application forms and further details are available from the County Education Officer, (S.W. 6/11), County Education Office, County Hall, Worcester WR1 1JH. Closing date: 23rd November, 1986. (32386) 110010

**WILTSHIRE**  
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**AN EQUAL OPPORTUNITY EMPLOYER**  
**Primary Education**  
**HEADTEACHER POSTS**











## HEADSHIP

### ENFIELD GRAMMAR SCHOOL

(Group 11 - Voluntary Controlled Comprehensive for Boys 11 to 18)  
Market Place, Enfield, Middx. EN2 6LN.

Applications are invited for this post which becomes vacant on the retirement of the present postholder.

Enfield Grammar is a six form entry school with some 1050 pupils on roll. There are 160 in the Sixth Form with a large proportion of these expected to go on to Universities or Polytechnics. As well as a good academic record the School also has an outstanding record in sporting achievements in the area.

Enfield Grammar has an excellent reputation and is consistently over-subscribed.

The School is situated in the centre of Enfield Town where a major redevelopment of the Shopping Centre has recently been opened.

Enfield is well positioned, being only 30 minutes from Central London to the South and with open countryside only a few minutes away to the North.

This is a re-advertisement. Previous candidates remain under active consideration and need not re-apply.

The successful candidate will be expected to take up duties from Easter 1987.

Salary will be in the range £20,787 to £22,332 plus London Allowance, £726. Consideration given to assistance with removal relocation costs, temporary housing and two homes allowance.

Application forms and further details (large SAE) obtainable from, and to be returned to, the Director of Education, P.O. Box 58, Civic Centre, Silver Street, Enfield EN1 3XQ.

Closing date: 21st November 1986.

(16513)

LONDON BOROUGH OF

**Enfield**

An Equal Opportunity Employer

## SECONDARY HEADSHIPS

continued

### HAMPSHIRE

**ROBERT MAY'S VOLUNTARY CONTROLLED COMPREHENSIVE SCHOOL**  
West Street, Basingstoke, Hampshire RG25 1NA.  
11-18 Comprehensive Mixed 11-16 (Group 10) on roll.  
Required for September 1987. Applications are invited for the post of Head Teacher. Closing date 21st November 1986. (130910)

## Deputy Headships Second Masters/ Mistresses

### LONDON NW5

**WILLIAM ELLIS SCHOOL**  
Highgate Road, London NW5 1RN.

Tel: 01-267 9346.

Headmaster: R. K. James.

M.A. Comprehensive, 800 on roll.

11-18 Voluntary aided boys 4 F.E. comprehensive, 900 on roll.

DEPUTY HEAD GROUP 11

The Governors of the school invite applications from experienced teachers for the post of Deputy Head Teacher for the 11-18 Comprehensive.

This is a demanding but key role in a very popular and successful comprehensive school which shares a joint site with the 11-16 Comprehensive.

Responsibilities will be decided in accordance with the division of the school into the 11-16 and 11-18 sections.

Applications by letter with full C.V. and the names and addresses of 3 referees to the Headmaster at the school from whom further details may be obtained with S.A.E. Re-advertisement. (131899) 130012

## CAMBRIDGESHIRE

### EMPLOYERS

**JACK HUNT SCHOOL**  
Lodgers Road, Peterborough PE2 6PN.

Tel: Peterborough 263526.

Worshipful Master Mr. M. H. Taylor, B.A., J.P.

Group 11-18

Required for April, 1987: Second Master/Assistant Head Teacher. The successful candidate will share in the administrative and educational responsibilities of the school as part of the management team.

Possible housing assistance. Further details and application forms available from the Headmaster, Jack Hunt School, Lodgers Road, Peterborough, Cambs. CB1 3JN. Closing date 19th November 1986. (130012)

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## THE TIMES EDUCATIONAL SUPPLEMENT

### LEICESTERSHIRE

#### COUNTY COUNCIL

An Equal Opportunity Employer

**COALVILLE CASTLE ROCK HIGH SCHOOL**  
Coalville Road, Coalville, Leics. LE6 5JU.

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## Remedial and Special Needs Teaching Posts Heads of Department

### BEXLEY

**LONDON BOROUGH OF BEXLEY**  
Riverside School, Bexley, Kent DA1 1JN.

Tel: 01-310 0111.

Group 10 mixed roll 900.

1987. Applications are invited for the post of Head of Department for Remedial and Special Needs Teaching.

The successful candidate will be responsible for the co-ordination of the Remedial and Special Needs Teaching in the school.

Further details and application forms are available from the Headmaster, Riverside School, Bexley, Kent DA1 1JN. Closing date 19th November 1986. (130551)

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# Oxfordshire County Council

AN EQUAL OPPORTUNITIES EMPLOYER

Nursery places for children aged 6 months to 5 years may be available at a day nursery in Oxford run by the St Thomas Day Nursery Association.

Two opportunities for major responsibility in a forward looking education authority

Applications are invited for two third tier senior management posts on a salary scale of £18,820 - £20,640. The responsibilities are to promote, develop and secure the highest standards of education within the fields of (a) Further Education and (b) Primary Education.

## (a) SENIOR ASSISTANT EDUCATION OFFICER HIGHER AND FURTHER EDUCATION

Applicants should ideally be graduates (or equivalent) with experience in teaching/training, administration and management in local/national government service and/or industry, commerce, banking.

## (b) SENIOR ASSISTANT EDUCATION OFFICER PRIMARY EDUCATION

Applicants should be graduates with experience in teaching, administration and management experience in local/national government service.

Application forms and further particulars available (in writing) from the Chief Education Officer, Oxfordshire County Council, Macclesfield House, New Road, Oxford, OX1 1NA. Closing date for applications is Friday 28th November 1986.

# ADMINISTRATION L.E.A. continued



## Suffolk County Council

### EDUCATION DEPARTMENT

#### AREA MATHEMATICS ADVISER

(Western Area) Post No E303  
Soulbury Group £15,666 - £17,148 Per Annum  
Applications are invited for this post from the beginning of the Spring Term 1987 or as soon as possible thereafter.

In addition to very specialist subject responsibilities and the opportunities this will afford, the successful candidate will also be able to contribute to the educational initiatives being taken in Suffolk through the Area team as pastoral adviser to a number of primary and secondary schools. Applicants should have a broad experience of and enthusiasm for the full range of school curricular activities and should possess a good degree in mathematics.

Application forms and further details (SAE please) are available from the County Education Officer, Education Department, St Andrew House, County Hall, Grimwade Street, Ipswich, IP4 1LJ.

Closing date: 17 November, 1986.  
Post 16 Division

#### SENIOR CAREERS OFFICER

Older Leaver Adviser  
Based at the Western Area Careers Office, Bury St Edmunds, Post No E409

Scale 5/6 £8,391 - £10,164 per annum  
Applications are invited from qualified and experienced Careers Officers for the above post, which is immediately available.

The successful applicant will be required to undertake duties involved in advisory work with academically more able pupils in schools.  
An essential car user's allowance is payable, together with generous relocation expenses where appropriate.  
Informal enquiries about the post may be made to Mr D. Ayrton, Area Careers Officer, Bury St Edmunds (0284) 68493.

Application forms and further details are available from the Western Area Education Office, Shire Hall, Bury St Edmunds, IP33 2AN. Please enclose a SAE.  
Closing date: 17 November, 1986.

#### CAREERS OFFICER

Post No XIII (Unemployment Specialist)  
£7311 - £9216 Per Annum

Applications are invited for the above post which is based in the Southern Area Careers Office, Ipswich. The post has been established with Government funds and is subject to annual review in the light of the unemployment situation. Applicants should preferably be qualified Careers Officers.

The main duties of the post are to provide support for the implementation and administration of the Youth Training Scheme. The successful applicant will be required to take part in identifying young people who wish to enter the scheme as trainees, to interview and submit them to suitable YTS vacancies, and to monitor their progress whilst on the scheme.

Application forms and further details are available from the Southern Area Education Office, St Helen Court, County Hall, Ipswich IP4 2JR. (Please enclose a SAE).  
Closing date: 17 November, 1986.

### TWO ASSISTANT DIRECTOR POSTS WITH HILLINGDON

#### ASSISTANT DIRECTOR (DEVELOPMENT) £20,355 - £22,575 (under review) inclusive of London Weighting and essential car user allowance.

The Assistant Director (Development), who will also be the non-executive Deputy, is the senior member of the Education Management Team. He will be responsible for the co-ordination of all curriculum innovation and other new initiatives, the in-service training programme and the Careers Building Programme.  
REF: E28/109 XE.

#### ASSISTANT DIRECTOR (SCHOOLS) £18,763 - £20,953 (under review) inclusive of London Weighting and essential car user allowance.

The Assistant Director (Schools) is a member of the Education Management Team. His/her main task is the day-to-day management of the Schools Division including the Education Welfare Service. He/she is also responsible for oversight of the Schools' Psychological Services, the Child Guidance Service and for liaison with the Social Services Department and the District Health Authority.  
REF: E28/110 XE.

For both the above posts candidates must be graduates with a second educational qualification and teaching experience and must have substantial administrative experience in the education service. Relocation expenses may include 100% legal fees involved for house sale and purchase, 100% removal expenses, temporary lodging allowance and settling in allowance of £280 in respect of incidental expenses.

Application forms and further particulars available from the Personnel Office, Civic Centre, Uxbridge, Middlesex, UB8 3UW. Telephone: 0895 80589 (24 hour answering service available). Please enclose appropriate reference number.  
Closing date 21 November 1986.  
Applications from disabled persons will be welcomed.

London Borough of  
**Hillingdon**

## Chief Adviser

Soulbury - B.H.T. 12  
£22,977 - £24,426

Applications are invited for this new and challenging post as leader of a large and comprehensive team of Advisers to Advisory Teachers and co-ordinator of the Authority's career and related initiatives such as in-service training.  
Applicants should have substantial and varied teaching and managerial experience and have occupied an advisory role in Education Service. The Chief Adviser will be a member of the Director's Management Team.

Further details and application form from Director of Education, P.O. Box 66, Civic Centre, Silver Street, Enfield, Middlesex EN3 3XQ. Telephone 01-366 9366. Closing date 21.11.86. Reference OGD/688/252

London Borough of

**Enfield**

### Education

#### Senior Clerk (Governors)

£8,391-£9,216 p.a.

Required in the Ashfield Area Education Office. A regular part of the duties will be to attend evening meetings of Governors, taking compensatory time off in lieu by arrangement. The postholder (male or female) will be expected to provide Governors with advice and information on the practices of the Authority and will be responsible for the correct recording and actioning of minutes. Recent service in schools and/or administration with experience of servicing meetings and of contact with the public would be an advantage.

Relocation expenses where appropriate.  
Application forms and further details are available from the Area Education Office, County Office, Station Road, Sutton in Ashfield, Notts. NG17 5JA. Closing date: 24 November. Please quote ref. 148.

An Equal Opportunity Employer.



**Nottinghamshire  
County Council**  
County Hall, West Bridgford  
Nottingham NG2 7BP

### Inspector for Information Technology

Applications are invited for this post which has been established following the reorganisation of the Inspectorate.

This post offers considerable scope for an experienced, enthusiastic and well qualified teacher committed to the use of Information Technology as an essential part of the Education for all pupils.

The post is suitable for those new to Inspectorate work or for experienced Inspectors and Advisers seeking a new service in Soulbury and salary is in the range Head of Teacher Group 5-10.  
Tenable: 7th April 1987.  
Closing date: 28th November, 1986.

Further details and application forms are available from the Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon CR9 1TP. Telephone: 01-780 8480.

This is a re-advertisement, previous applicants will automatically be reconsidered.

**CROYDON  
EDUCATION**

THE TIMES EDUCATIONAL SUPPLEMENT 7.11.86

### ADMINISTRATION - LEA

#### REDFORDSHIRE

EDUCATION SERVICE  
NON-TEACHING POST  
Applications from disabled persons will be welcomed.  
Conversing will disqualify.  
Successful candidates will be required to undertake a period of probationary service.  
HOOTLE CAREERS OFFICER  
£10,164 - £11,640  
Applications must be submitted by 21st November 1986.  
Further details are available from the Chief Education Officer, Town Hall, Hootle L20 7AE, to whom they must be returned by 21st November 1986.  
480000

#### SEFTON

METROPOLITAN BOROUGH OF SEFTON  
EDUCATION COMMITTEE  
NON-TEACHING POST  
Applications from disabled persons will be welcomed.  
Conversing will disqualify.  
Successful candidates will be required to undertake a period of probationary service.  
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#### GLASGOW

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Salary will be within the range £11,640 - £13,164 of the salary scale for Academic-related administrative staff (under review from 1st April 1987).  
Further particulars may be obtained from the Academic Personnel Office, University of Glasgow, Glasgow G12 8QQ, where applications (8 copies), giving the name and address of three referees, should be submitted on or before 2nd December, 1986.  
In reply please quote Ref. No. 5899T, (50798) 500000

#### KINGSTON UPON THAMES

DIRECTORATE OF EDUCATION AND RECREATION  
CAREERS OFFICER (SCHOOLS)  
£8,049 to £10,902 per annum inclusive  
We are seeking a qualified and experienced Careers Officer (at least in their probationary year) to develop the work of the Careers Service in the Authority's schools.  
You should display initiative and self-motivation. Your duties will include interviewing, group work, and visits plus such other responsibilities as a role may be.  
For an application form and further information, please telephone our 24-hour answering service on 01-899 01346 (Office Hours 01-899 01346) or write to the Director of Education and Recreation, Guildhall, Kingston upon Thames KT1 1EU. Please quote reference K/175.  
Closing date: 21st November 1986.  
ROYAL BOROUGH OF KINGSTON UPON THAMES (31484) 480000

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